









*The Azusa Pacific University catalog you hold in your hands is a road-map for your educational future. As you read through the pages of course descriptions, policies, and programs, you*

*will soon discover the array of opportunities available to you for learning and development here at APU. Each semester of courses will move you closer to your academic goals while at the same time challenge your faith development. From the moment you arrive until the day you graduate, you will know that we are a university aligned with our mission and four cornerstone values: Christ, Scholarship, Community, and Service.*

*For more than 100 years, and through several name changes and mergers, Azusa Pacific has held the motto God First as the highest call we place on our students and ourselves. We believe that each student will, in the course of his or her journey with us, be exposed to a Christian worldview — a worldview that holds the value of each person in light of the value that God has placed on him or her, a worldview that places human history in the context of God's eternal plan.*

*We are a community dedicated to academic excellence. The faculty are distinguished men and women who are gifted teachers with a commitment to scholarship. Your academic expedition includes immersion in the liberal arts because we believe that education should prepare you to think and reason as you become a lifelong learner. The skills and abilities you acquire at Azusa Pacific will prepare you for a world that is changing at the speed of light, yet desperately in need of women and men who can chart a course into and through turbulent times.*

*We believe in community. The fabric of diversity woven together around our Christian faith is a wonderful laboratory, unlike any other, from which we can gain wisdom and knowledge. As you discover the amazing benefits that come from being a member of community, our hope is that you will take this memory with you to form other Christ-centered communities, where you will welcome and include others just as you were welcomed and included here.*

*Service may be the most significant experience you will be involved in while a student at APU. Service opportunities fulfill the need that we all have to give back to a needy world because of all we have been given. It defines our faith and informs our actions. Whether you give a cup of cold water, a warm coat, a semester of tutoring, or four weeks of practical ministry to a third-world country, service will prepare you to be a contributor to the economy of God.*

*I welcome you to this journey of faith and scholarship. There are great challenges and opportunities waiting for you both as a student and as a Kingdom citizen. I pray that your journey will take advantage of all that God has given to you to do and to become.*

*Jon R. Wallace, DBA  
President*

## Table of Contents

<b>1. General Information</b>	<b>7</b>	Computer Information Systems MIS/CIS (Accelerated Format)	
<b>2. Admissions Policies</b>	<b>21</b>	Department of English Literature Teaching Writing	<b>158</b>
<b>3. Financial Information</b>	<b>35</b>		
<b>4. Academic Policies</b>	<b>53</b>	Department of Global Studies and Sociology Global Studies Sociology TESOL (minor)	<b>166</b>
<b>5. Academic Programs</b>	<b>65</b>		
<b>6. Student Life</b>	<b>95</b>	Department of History and Political Science History Political Science Social Science (Teaching)	<b>177</b>
<b>7. College of Liberal Arts and Sciences</b>	<b>105</b>		
Department of Art	<b>106</b>	Department of Mathematics and Physics Mathematics Math/Physics Physics Pre-Engineering	<b>189</b>
General Studio			
Graphic Design			
Teaching			
Department of Biology and Chemistry	<b>116</b>	Department of Modern Languages Spanish	<b>200</b>
Applied Health			
Biochemistry			
Biology			
Chemistry			
Natural Science (Teaching)			
Department of Communication Studies	<b>132</b>		
Drama			
Interpersonal/Organizational			
Journalism			
Media Studies			
Rhetoric/Public Address			
Program in Cinema and Broadcast Arts			
Department of Computer Science	<b>146</b>		
Computer Science			
		<b>8. School of Business and Management</b>	<b>209</b>
		Accounting	
		Business Administration	
		Finance	
		International Business	
		Marketing	
		Web and Information Technology	
		The Five-Year Plan	

## Table of Contents

<b>9. School of Education and Behavioral Studies</b>	<b>225</b>	<b>11. School of Nursing</b>	<b>305</b>
Department of Teacher Education	<b>226</b>	Nursing	
Liberal Studies		RN to BSN (Accelerated Format)	
Human Development (Accelerated Format)			
Teaching Credential Programs			
Department of College Student Affairs and Leadership Studies (minor)	<b>246</b>	<b>12. C. P. Haggard School of Theology</b>	<b>323</b>
Department of Physical Education	<b>249</b>	Department of Religion and Philosophy	
Athletic Training		Biblical Studies	
Physical Education		Christian Leadership (Accelerated Format)	
Recreation (Emphasis)		Christian Ministries	
Department of Psychology	<b>263</b>	Philosophy	
Counseling		Theology	
Family and Child			
General Psychology		<b>13. Center for Accelerated Degree Programs</b>	<b>341</b>
Health Psychology		Organizational Leadership	
Industrial/Organizational Psychology		Christian Leadership	
Psychology and Ministry		Management Information Systems/Computer Information Systems	
Psychological Sciences		Human Development	
Sports		Nursing	
Department of Social Work	<b>274</b>		
<b>10. School of Music</b>	<b>281</b>	<b>14. Administration and Faculty</b>	<b>361</b>
Applied Music		<b>15. Academic Calendar</b>	<b>373</b>
Church Music		<b>16. Index</b>	<b>377</b>
Commercial Music			
Music Education			
Music Theory			



# General Information



<b>Regarding the Catalog</b>	<b>8</b>	<b>Telephone Service</b>	<b>15</b>
<b>Statement of Mission and Purpose</b>	<b>8</b>	<b>Computers</b>	<b>16</b>
<b>Essence Statement</b>	<b>8</b>	<b>Information and Media Technology</b>	<b>17</b>
<b>Statement of Faith</b>	<b>10</b>	<b>Intercollegiate Athletics</b>	<b>18</b>
<b>Statement of Academic Freedom</b>	<b>11</b>	<b>Statements of Compliance</b>	<b>18</b>
<b>History</b>	<b>12</b>	<b>Internet Acceptable Use Policy</b>	<b>19</b>
<b>Location and Campus</b>	<b>13</b>		
<b>Accreditation</b>	<b>13</b>		
<b>International Sister Schools</b>	<b>14</b>		
<b>Libraries</b>	<b>14</b>		



## Regarding the Catalog

This catalog is produced for the university by the Offices of Undergraduate Admissions, the Provost, Academic Advising Services, and University Marketing and Creative Media. It contains general academic and administrative information and specific descriptions of the courses of study offered.

Because this publication is prepared prior to the year it covers, changes in some programs will inevitably occur. The semester schedule of classes is the final authority with regard to classes offered. This schedule is available prior to registration each semester.

Students who wish to obtain specific information about the university not contained in the catalog are advised to make a personal inquiry to the Office of Undergraduate Admissions, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 812-3016 or (800) TALK-APU [(800) 825-5278], [admissions@apu.edu](mailto:admissions@apu.edu).

## Statement of Mission and Purpose

The Board of Trustees has adopted the following statement of mission and purpose for Azusa Pacific University:

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

## Essence Statement

The essence statement of Azusa Pacific University is a philosophical description of the institution and its people – students, staff, faculty, administration, trustees, alumni – who we are and who we are becoming. We are an institution of higher education with a tradition of Wesleyan evangelical Christianity. While acknowledging that as individuals we are at different points along the way, we are all nevertheless journeying toward the ideals described in the four perspectives that follow: Christian, Academic, Developmental, and Service.

## Christian

We are Christians who:

believe that God is the origin of all things and the source of the values made known to us in His creation, in human experience, and finally and fully, in Jesus Christ.

hold the Bible as the Word of God, the basis of our faith, and the primary record by which these values are made known.

rely on the Holy Spirit to help us discover these values, to understand them, and to live a life consistent with them.

live as citizens of the Kingdom of God, who model its values and thereby call into question the values of the world.

confess Jesus Christ as Lord of our lives, our university, and our world, and as the final authority for our faith and life.

recognize that redemption by Jesus Christ and personal acceptance of His forgiveness are necessary for human wholeness.

show love toward God (holiness of heart) and a love toward each other (holiness of life) which express themselves in worship, self-denial, and a special concern for the oppressed and which encourages us to abandon those distinctions that divide us.

practice community among ourselves as members of the one body of Christ and maintain a nonsectarian openness toward all Christians.

## **Academic**

We are scholars who:

believe that all truth is of God; therefore, we recognize the importance of each field of study both for its own significance and for its interrelationship with other areas of knowledge.

believe that God desires that we pursue excellence according to the standard of His will for us.

exhibit intellectual curiosity, flexibility, and critical open-mindedness.

are able to deal with complexity and ambiguity, communicate effectively, weigh evidence, and make decisions.

recognize that a knowledge of history is a key to understanding ourselves, our world, and our future.

have a basic understanding of Christianity, the humanities, the social sciences, and the natural sciences.

know the language, art, and customs of at least one other culture or know the cross-cultural issues within one's own discipline in order to develop understanding of, respect for, and cooperation with those of all other cultures.

promote and expand the body of knowledge related to our profession or discipline.

have a thorough command of the primary sources, methodology and research skills, major issues, vocabulary, and facts in at least one academic field of study and understand how the skills acquired in this way may be adapted to other fields of endeavor.

encourage and make provision for any person to learn at any period of life.

## **Developmental**

We are persons who:

seek to develop a creative Christian lifestyle whose purpose flows from a commitment to God through Jesus Christ.

honor our commitments and take responsibility for our personal behavior, decisions, and continuing growth.

know from experience that self-discipline, struggle, risk, and confrontation are necessary for growth, and recognize that because of the grace of God we grow even through our failures.

have experiences in self-assessment in every dimension of our lives, in values-clarification based on biblical truths, and in planning for continuous individual growth and renewal.

understand the capabilities of our physical bodies and are committed to the lifelong nurturing of our physical selves.

## Service

We are servants who:

are able to follow joyfully Jesus' example of service in the world and to pour out our individual and corporate lives for others because of God's love in Christ for us.

share our faith unashamedly, disciple other Christians, participate in missionary endeavors, minister to the needs of all persons regardless of their agreement with our beliefs, and affirm the unique worth of every individual as one created by God, as one for whom Christ died, and as one who has been given individual gifts and talents to be discovered, developed, and directed toward service.

are faithful stewards of our time, talents, and resources that welcome and seek opportunities for service as a means to clarify and practice our faith and knowledge.

## Statement of Faith

We believe the Bible to be the inspired, the only infallible, authoritative word of God.

We believe that there is one God, eternally existent in three persons – Father, Son, and Holy Spirit.

We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return to power and glory.

We believe in the fall and consequent total moral depravity of humanity, resulting in our exceeding sinfulness and lost estate and necessitating our regeneration by the Holy Spirit.

We believe in the present and continuing ministry of sanctification by the Holy Spirit by whose infilling the believing Christian is cleansed and empowered for a life of holiness and service.

We believe in the resurrection of the saved and the lost: those who are saved to the resurrection of life and those who are lost to the resurrection of damnation.

We believe in the spiritual unity of believers in our Lord Jesus Christ.

The following are fundamentals held to be essential, and the university expects students and staff not only to believe in them, but to practice them in daily living:

- Caring, effective love both of God and humankind
- A Christlike unity and acceptance among believers
- A lifestyle dedicated to God's will in society
- A growing, victorious state of mind because of the indwelling Christ
- A daily affirmation of Christ as Lord
- A willingness to serve the Lord, even if it involves sacrifice
- A desire to be more sensitive to the personal work of the Holy Spirit
- A working faith in God's promises for all needs and daily life situations
- A witness for Christ without hypocrisy
- A firm, committed desire to be God's person



## **Statement of Academic Freedom**

Azusa Pacific University adheres to the 1940 "Statement of Principles" by the American Association of University Professors and includes the statement in its Faculty Handbook. It states:

The teacher is entitled to complete freedom in the classroom in discussing his/her subject, and students should be encouraged to discuss any related controversial issues. However, the teacher should be careful to avoid dogmatic generalizations in any field.

The teacher is entitled to full freedom in research and the publication of the results, subject to the adequate performance of his/her other academic duties; but research with pecuniary return must be based upon an understanding with the administration of the institution.

Academic freedom carries with it responsibilities and obligations. Hence, the teacher should be accurate, restrained, and respectful of the opinions of others.

However, the "Statement of Principles" allows for some degree of limitation of academic freedom "because of religious or other aims of the institution, provided that such limitations are clearly stated in writing at the time of appointment." Azusa Pacific University adheres to this provision through the inclusion of the "Statement of Faith" within faculty application materials.

## History

The school that today is Azusa Pacific University is the product of the merger of three Southern California-area Christian institutions: Azusa College, Los Angeles Pacific College, and Arlington College.

The origins of Azusa Pacific University date back to 1899, when a group of spiritual leaders from various denominations met in Whittier, California, and established a Bible college geared to training students for service and missionary endeavors. This was the first Bible college founded on the West Coast. The first class of students met on March 3, 1900, with Mary A. Hill serving as the first president.

The school moved three times in its first seven years, settling in Huntington Park in 1907. The school maintained the name of the Training School for Christian Workers until 1939, when it was changed to Pacific Bible College and four-year degrees were offered. Also in 1939, Cornelius P. Haggard, Th.D., was appointed president, serving for 36 years, until his death in 1975.

By the mid 1940s, Pacific Bible College quickly outgrew its Huntington Park campus. After much consideration, the Board of Trustees decided in late 1945 to purchase the 12-acre Maybelle Scott Rancho School for Girls in Azusa. Classes began on the new campus in 1947, and in 1956, the college's name was changed to Azusa College.

Azusa College merged in 1965 with Los Angeles Pacific College, a four-year liberal arts institution founded in 1903 by the Free Methodist Church. The college was then renamed Azusa Pacific College. Three years later, in 1968, Azusa Pacific College merged with Arlington College, founded in 1954 by the Association of Churches of God in Southern California.

After Haggard's death, Paul E. Sago, Ph.D., became the president, serving until 1989. In 1981, the college achieved university status, and in May of that year, the Board of Trustees adopted the name Azusa Pacific University. Among his many accomplishments, Sago encouraged the development and growth of off-site educational regional centers throughout Southern California, and presided over the addition of master's degree programs and development of schools within the university.

Richard E. Felix, Ph.D., became president in 1990. Felix painted a vision of a new Christian university that offered men and women an opportunity to gain their undergraduate as well as master's and doctoral degrees at a flagship Christian institution. Moving toward graduate degrees in selected disciplines meant a renewed emphasis on scholarship without compromising the school's historic Christian mission and priorities for community-building and service. Felix reframed these values as the cornerstones of the University – Christ, Scholarship, Community, and Service. Felix oversaw the construction of seven new buildings, a doubling of student enrollment, and the quadrupling of graduate programs. In addition, he was instrumental in initiating the university's first three doctoral programs. After a decade of exceptional growth and the celebration of the university's centennial, Felix announced his retirement in April 2000. Executive Vice President Jon R. Wallace, DBA, assumed the role of acting president in July 2000. He was selected unanimously by the Board of Trustees to fill the role of president, effective November 27, 2000.

Today, Azusa Pacific stands as a comprehensive Christian university of the liberal arts and professional programs that seeks to serve its diverse constituencies throughout the world. As part of that commitment, APU maintains strong ties with the Brethren in Christ Church, the Church of God, the Free Methodist Church, the Missionary Church, the Friends Church, the Wesleyan Church, and the Salvation Army. The university aims for the holistic development of its students, promoting an entrepreneurial spirit through academic excellence and outstanding cocurricular programming.

## Location and Campus

Azusa Pacific University is located in the San Gabriel Valley community of Azusa, 26 miles northeast of Los Angeles. The surrounding mountains provide a rugged, wilderness-like backdrop to the campus. Situated on the 52-acre East Campus are the university administrative facilities, library, classrooms, student center, gymnasium, residence halls, and student apartments. The purchase of 21 additional acres on Foothill Boulevard, within a quarter-mile of campus, provided the university with room to grow. The West Campus now houses the Mary Hill Center, the Schools of Nursing and Education and Behavioral Studies, as well as the Department of Computer Science, numerous classrooms and faculty offices, administrative facilities, the state-of-the-art Hugh and Hazel Darling Library, a food court, and a bookstore. The 3,500-seat, \$13.5 million Richard and Vivian Felix Event Center opened in December 2000. Located just west of this campus is the Administration West facility housing the Graduate Center as well as other administrative offices. Across the street is Azusa Square, home of APU's new soccer field and athletic facility. The August 2001 ownership transfer of the Foothill Property (adjacent to West Campus) provides room for future growth and expansion.

The location of Azusa Pacific University affords its residents easy access to the popular mountain and beach resorts of Southern California and all of the cultural attractions of Los Angeles County. Students enjoy visiting Disneyland, Magic Mountain, Knott's Berry Farm, Universal Studios, and the major television studios. Desert resorts are less than a two-hour drive from the university. The climate is moderate; generally warm and dry throughout the school year.

University residence is an important part of every student's experience. A majority of the undergraduate students live on campus. The university offers food, health, and counseling services, and recreation opportunities to resident students and commuting students who desire them. Approximately 80 percent of the students at Azusa Pacific University are from California; the remaining students are from 39 states and 58 countries.

## Accreditation

Azusa Pacific University is accredited by the Western Association of Schools and Colleges.\* The School of Nursing's programs are accredited by the National League for Nursing and the Board of Registered Nursing. The Social Work Program is accredited by the Council on Social Work Education. The Graduate Psychology Program is accredited by the American Psychological Association. The Athletic Training Program is accredited by the Commission on Accreditation of Allied Health Education Programs. The C. P. Haggard School of Theology is accredited by the Association of Theological Schools. The Master of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. Azusa Pacific University offers programs approved by the California Commission on Teacher Credentialing and Licensing authorizing elementary and secondary school teaching and the National Council for the Accreditation for Teacher Education. Azusa Pacific University is approved for the training of veterans under the Veterans' Bill of Rights. The university is listed with the United States Department of Justice for the training of students from foreign countries.

Accreditation documents and information about professional memberships are available in the Office of the Provost.

\* Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities, 985 Atlantic Avenue, Suite 100, Alameda, California 94501, phone (510) 748-9001, fax (510) 748-9797.

## International Sister Schools

Azusa Pacific University has enjoyed a long-standing international commitment. In addition to involving international students as a vital part of campus life, APU has established sister school affiliations with the following:

Alliance Academy, Quito, Ecuador

Chiao Tai High School, Ta-Li City, Taiwan, R.O.C.

Christian Academy, Japan, Tokyo

Christ's College, Taipei, Taiwan, R.O.C.

Holy Light Theological Seminary, Kaohsiung, Taiwan, R.O.C.

Orio Women's Educational Institute, Kitakyushu, Japan

Rima College, Kuala Lumpur, Malaysia

Tokyo Biblical Seminary, Japan

## Libraries

Azusa Pacific's libraries include the William V. Marshburn Library (located on the East Campus), the Hugh and Hazel Darling Library (located on the West Campus), and six regional center libraries in Los Angeles, Orange County, the Inland Empire, San Diego, Murrieta, and Ventura. A unified catalog identifies more than 170,000 books, media, and 1,800 serial titles. More than 630,000 microforms include the Library of American Civilization, Library of American Literature, *New York Times*, and Educational Resources Information Center collections. The university network provides access to more than 100 electronic databases, which includes more than 8,000 full-text serial titles, as well as all of the material available on the Web. Regular hours for the two campus facilities are:

Monday-Thursday	8 a.m.-11 p.m.
Friday	8 a.m.-4 p.m.
Saturday	11 a.m.-6 p.m.
Sunday	2-10 p.m.

Special hours may be set for final exam weeks, vacation breaks, and holidays.

The holdings of the William V. Marshburn Library include collections supporting liberal arts and sciences, religion, and business. This library includes extensive denominational collections of the Church of God (Anderson), Free Methodists, Salvation Army, and Society of Friends; a large holiness collection; and a historical music education collection. The library has a 24-hour-a-day, 7-day-a-week study area adjacent to the Cornerstone Café; 20 computer stations in the information commons, and 7 group-study rooms. This library houses the Sakioka Computer Training Room with 20 computer stations and the Media Center with state-of-the-art audio-visual equipment, providing access to a large video, CD, and cassette tape collection. It also houses InterLibrary Loan and Document Delivery Services and the Writing Center.

The holdings of the Hugh and Hazel Darling Library include collections supporting computer science, education, nursing, physical therapy, and professional psychology. The library is comprised of two main areas that are connected by the ECF Academic Hall of Fame. The Stamps Rotunda offers a traditional library environment of book stacks and

individual study carrels, and the Ahmanson Integrated Information Technology Center includes 75 workstations for researching the 100 plus licensed electronic resources, including more than 11,000 full-text serial titles. This center also houses 8 scholar-study rooms, 12 group-study rooms, 4 conference rooms, and the children's literature collection. The Berger Computer Training Room with 22 computer stations is located here along with the Department of Technical Services Processing Facility for acquisitions, cataloging, and serial information.

Each regional center library provides a core collection of holdings with an emphasis on the programs at that location along with computers, which provide access to all of the electronic library resources and services.

## **Library Use**

Electronic resources access is available through student ÜDEUPA accounts. The APU student ID card is required for book checkout and use of the media center materials.

## **Telephone Service**

### **Students living in the dorms**

The university currently offers phone service for all students who maintain residency in the dorms only. Each dorm is equipped with one voice-line jack and two modem jacks that are shared by all roommates. Students may not request a second voice line, as it is not available. The telephone instrument itself must be provided by the student. One can be loaned for a security deposit of \$20. The deposit is refunded upon return of the phone in working condition.

Features of Services are:

- Free voice mail. Each voice mail has extension mailboxes that work similar to an answering machine, providing privacy for each user.
- Free local service within a 12-mile radius.
- There is no monthly service fee.
- Personal Authorization Code (PAC) number is provided. This is used for any local toll and/or long distance calls made. A PAC number will be assigned only after the Üdeupa email address account has been set-up and activated, and after reading and signing the university's Telephone Service Agreement. The PAC number is to be kept confidential. All calls made using the PAC number are the sole responsibility of the student. To place a toll (billable) call, the student must enter the 6-digit assigned PAC number preceded by a 7, then dial a 9 to get outside the campus, followed by the area code (if applicable) and number. Any unauthorized use of a PAC number will be investigated. If found guilty, disciplinary action will be taken, all calls must be reimbursed, and a \$75 fine will be charged.
  - If a PAC is lost, a \$10 replacement fee will be charged.
- Restrictions to services are:
  - All 900 and 976 numbers are blocked.
  - No third party or collect calls are to be accepted for any reason. If a call is accepted, a \$9 processing fee will be billed in addition to the cost of the call.
  - Calling Cards cannot be ordered against the dorm room phone numbers, as the phone lines are considered property of the university.



- Phone bills are generated monthly and sent electronically to each student's Üdeupa email address. This is the only means by which the bill and statement can be delivered. It is the sole responsibility of the student to pay the amount due by the designated date located on the bill. All payments are made directly to the Cashier's Office. If payment is not received by the due date, the phone service will be deactivated.
  - A \$25 fee will be charged to reactivate a PAC that has been disconnected.
- Delinquent phone bills not paid during the school year must be paid in full by July 15<sup>th</sup> (immediately following the end of the current school year). If the account is not brought to a zero balance:
  - A \$10 late fee and a \$10 transfer fee will be transferred to the student's tuition account along with the telephone balance.

### **Students living in off-campus housing**

Service for all off-site housing is to be obtained by Verizon Telephone Company. The university's sole responsibility to these living areas is to provide one working jack only, per living area. Any additional jacks are the sole responsibility of the students in the housing facility. To establish phone service with Verizon, call customer care at 1 (866) 606-8252. The initial fees for set-up are:

New Service (first line only) - \$23

Local Network Switching Center Charge - \$23

Regarding problems or concerns that are beyond the scope of Verizon, contact Carol Viselli in the Housing Department at (626) 812-3056. For more details, contact the Housing Department for a complete publication provided by Verizon, listing the services they provide and costs involved.

### **Computers**

Azusa Pacific University encourages students to have their own computers for collaboration and communication, for searching online library information resources, and for exploring the Internet. Students will find that the computer is an important tool for their educational experience.

As a commitment to the importance of computing as an integrated part of the learning experience, APU is excited to offer incoming freshman and junior students the opportunity to be part of a two-year voluntary program introducing the power and mobility of a laptop. As a member of this program, students receive an IBM ThinkPad notebook computer, computer backpack, software, connection to the university network, and support. For more information, please contact the laptop program coordinator at [laptop@apu.edu](mailto:laptop@apu.edu).

Students not participating in this program may use the following as a guide for minimum standards when purchasing a computer for use at APU (recommended configuration in parenthesis):

**PC** – Celeron (PIII) 500 (1.0)Mhz processor; 64 (128)mb RAM; 10 (20)gig hard drive; 56 modem (10/100Base-T Ethernet card; cd-rom); Win98 (XP) operating system

**MAC** – G3 (G4) or iMac/iBook 300 (500)Mhz processor; 64 (128)mb RAM; 20 (40)gig hard drive; 56 modem; airport ready (10/100Base-T Ethernet card; cd-rom); OS9.0 (OS10.x) operating system.

## Information and Media Technology

Information and Media Technology (IMT) is responsible for providing strategy, training, service, and information in the area of technology for Azusa Pacific University. IMT supports administration, faculty, staff and students. Please visit the website for more information – [www.apu.edu/imt](http://www.apu.edu/imt)

- Support Desk. The support desk provides assistance for students experiencing trouble with leased IBM notebooks, ÜDEUPA accounts, or needing to request a classroom-setup. It is also the location where camcorders can be checked-out for class projects.
- ÜDEUPA, APU's intranet service, is a free benefit offered to every student, providing the necessary tools to communicate with other students and faculty. An ÜDEUPA account provides a free email account, free disk space for web pages, and access to critical campus resources such as grades, chapel attendance records, financial information and library online resources.
- Network access to APU resources. There are three ways to connect. The fee is \$50 per semester or \$100 per calendar year.
  1. REZnet is a service allowing students to connect their computer to the campus network from campus living areas.
  2. All Access is APU's name for the wireless network. Mobility is an important part of a student's learning experience, the wireless network allows students to connect to the Internet, use email, chat, search library resources, etc. from various locations on campus, including outdoor green spaces without using cables.
  3. Remote/Dial-In Service for commuter students.
- Voluntary Laptop program. Azusa Pacific University partners with IBM to provide laptops to students. This is a two-year program introducing the power and mobility of an IBM Thinkpad computer. For more information, please send an email to the laptop program coordinator at [laptop@apu.edu](mailto:laptop@apu.edu).
- Computer facilities. IMT offers a distributed computing model providing computers in locations where students spend the majority of their time such as the libraries, student union, and the three dorms – Adams, Smith, and Engstrom. These 20-plus computer centers are equipped with PC and MAC workstations and printers. Software available includes SPSS, Microsoft Office Suite, medical programs, databases, a variety of discipline specific programs, and full Internet access. Lab assistants are available during operational hours.
- The Graphics Center is located on the West Campus in the Fletcher Jones Center adjacent to the Darling Library. The Graphics Center provides supplies and equipment such as color paper, a poster maker, Ellison die-cuts, paper cutters, paints, a laminator, and a bookbinder. Also housed in the Graphics Center are four computers with scanners and a printer/color copier.
- Video Production is also located on the West Campus, and includes video-editing suites, a live sound stage and video control room, and equipment checkout for mass communication students.

## Intercollegiate Athletics

Azusa Pacific University, a member of the National Association of Intercollegiate Athletics (NAIA), sports a nationally renowned 14-team intercollegiate athletic program. The Cougars are also a charter member of the Golden State Athletic Conference (GSAC), an 11-member conference featuring Christian colleges and universities throughout California.

Azusa Pacific men and women compete in cross country, soccer, basketball, tennis, and track and field, while women in compete in volleyball and softball and men in football and baseball.

Throughout the past six years, the Cougars have finished in the top 10 for the prestigious Sears Director's Cup, which rates the top NAIA athletic programs. Azusa Pacific is also the six-time defending GSAC All-Sports champion.

In fall 1998, Azusa Pacific won the NAIA Championship in football and women's soccer, and has captured 16 NAIA national titles since 1980. The Cougar football team, one of only two members of the national Council for Christian Colleges and Universities west of the Rockies to field a football team, was crowned national champion after posting a 12-2 record in 1998, its finest in school history. The women's soccer team finished a perfect season, 25-0, in winning its first title in 1998. The women broke 19 conference records in collecting the GSAC title. Since then, the Cougar women have advanced to the NAIA Final Four each season.

The Cougar men's track and field team has garnered 14 NAIA National Championships since 1980, while the women's cross country team finished in the NAIA's top five in 2000 and again in 2001. The men's basketball team is a nine-time GSAC champion and has made seven straight trips to the national tournament, making Final Four appearances in 1998, 1999 and 2002. The men's tennis team is the GSAC champion and has made four consecutive trips to the national tournament. Cougar baseball has averaged more than 30 victories a year over the past 12 seasons, leading to five GSAC championships since 1990. Men's soccer advanced to the 1996 NAIA national tournament.

Cougar softball has won three of the past six GSAC crowns and finished second at the 2001 NAIA Tournaments. The women's basketball team won the GSAC championship in 1999, 2001, and 2002. Women's cross country finished fourth at the 2000 NAIA national tournament, its finest showing ever. Women's tennis, in just its third year of intercollegiate competition, has already garnered a national ranking. The volleyball team has advanced to the national tournament three times since 1991.

## Statements of Compliance

Azusa Pacific University, in compliance with Titles VI and VII of the Civil Rights Acts of 1964 and Title IX of the Educational Amendments of 1972, does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran in any of its policies, practices, or procedures. The dean of students is the campus coordinating officer for Title IX, and all inquiries should be made to the Office of Student Life.

In compliance with Section 504 of the Rehabilitation Act of 1973, Azusa Pacific University does not discriminate on the basis of disability in the recruitment and admission of students, or in the operation of any of its programs and activities, as specified by federal laws and regulations. Persons with questions about the Rehabilitation Act may contact the dean of students.

## Internet Acceptable Use Policy

Azusa Pacific University's domain name (apu.edu) and other university computer, network, and electronic mail systems exist for the primary purpose of transmitting and sharing information for the university's purposes. The use of apu.edu by any member must be consistent with the mission of Azusa Pacific University and is subject to control by the university.

Computer, network, communications, and Internet services exist to promote the purposes of the university. Every attempt to protect privacy will be maintained, but observation of traffic flow and content may be necessary at the university's discretion for security and legal reasons. The end-user who originates traffic will be responsible if the traffic does not conform to this policy.

### User Requirements

1. Respect the privacy of others. For example, users shall not intentionally seek information on, obtain copies of, or modify files belonging to other users.
2. Only use one's own account and password; never misrepresent oneself as another user.
3. Respect the legal protection provided by copyright and licenses to programs and data.
4. Respect the integrity of apu.edu so as not to interfere with or disrupt network users, services, or equipment. Interference or disruption includes, but is not limited to, distribution of unsolicited advertising, propagation of computer viruses, and use of the network to make unauthorized entry into other computation, communications, or information devices or resources.

### Acceptable Uses

1. Use as a vehicle for scholarly or university-related communications
2. Use in applying for or administering grants or contracts for research or instruction
3. Use in activities of research or direct support for instruction
4. Use must be consistent with university standards as defined in its publications

### Unacceptable Use

1. Use of apu.edu or any other university computing resources for illegal purposes
2. Use of apu.edu or any other university computing resources to transmit or receive threatening, obscene, or harassing materials
3. Sending unsolicited advertising
4. Use for personal for-profit business
5. Use of the network by employees for recreational games during working hours

### Enforcement and Violations

Action may be taken by system management, subject to the guidance and authority of the Internet Policy Committee, to prevent possible unauthorized activity by temporarily deactivating any member. Reasonable efforts will be made to inform the member prior to disconnection and to re-establish the connection as soon as an acceptable understanding has been reached. Any disciplinary action deemed necessary will be handled through the normal channels as explained and set forth in the student catalog, student handbook, or other materials published by the Office of the Dean of Students.



# Admissions Policies



<b>Undergraduate Admission to the University</b>	<b>22</b>	<b>Credit for Advanced Placement Exams</b>	<b>28</b>	<b>International Undergraduate Admission</b>	<b>32</b>
<b>Freshman Applicants</b>	<b>23</b>	<b>Credit for College Level Examination Program</b>	<b>29</b>		
<b>Transfer Applicants</b>	<b>24</b>	<b>Credit for International Baccalaureate Program</b>	<b>30</b>		
<b>Part-Time Applicants</b>	<b>25</b>	<b>Admission of Home School Students</b>	<b>31</b>		
<b>Policy Regarding False Information</b>	<b>26</b>	<b>Admission of High School Nongraduates</b>	<b>31</b>		
<b>Readmission</b>	<b>26</b>	<b>Veterans' Education Benefits</b>	<b>31</b>		
<b>Admission Status</b>	<b>26</b>	<b>Admission to Particular Majors</b>	<b>31</b>		
<b>Notification of Admission Confirmation of Admission</b>	<b>27</b>	<b>Proficiency Exams</b>	<b>31</b>		
<b>Reservations for On-Campus Housing</b>	<b>27</b>				
<b>Credit by Examination</b>	<b>27</b>				

## Undergraduate Admission to the University

Azusa Pacific University brings to its campus students who are committed to personal, intellectual, and spiritual growth. Applicants must evidence sympathetic appreciation for the standards and spirit of the university and exhibit moral character in harmony with its purpose. The university encourages applications from students who will contribute to, as well as benefit from, the university experience. In assessing the applicant's potential for success, academic capabilities, as well as involvement in church, school, and community activities, are reviewed.

Freshman applicants are not required to complete a specific set of courses; however, the following college preparatory courses are strongly recommended: English (four years), mathematics (including first- and second-year algebra and geometry, as well as a third-year course), science (two years, including a laboratory science), foreign language (two years), United States history and government, and strong academic electives (including fine arts courses). Prospective students interested in the nursing programs must take, at the least, biology (one year), chemistry (one year), and algebra (two years) in high school.

The applicant's previous scholastic record is considered an important indicator of potential success at the university. Applicants are required to achieve a minimum grade-point average of 2.8 in high school or 2.0 in previous college work. Grade-point averages are determined by the university. High school grade-point averages do not include marks in physical education or driver's training, or from the freshman year. (For information on admission with provisional or conditional status, see the section of this catalog titled "Admission Status," p. 26.) While each applicant is considered for admission on individual merit, certain criteria are used in the selection process. These criteria are delineated in the following sections. In some cases, the Admissions Committee may request a personal interview with the applicant. Azusa Pacific University, in compliance with federal regulations, does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran.

To apply for admission to Azusa Pacific University, request an application from the Office of Undergraduate Admissions, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000; send an email to [admissions@apu.edu](mailto:admissions@apu.edu); or call (626) 812-3016 or (800) TALK-APU [(800) 825-5278].

Under some conditions students may apply for "Early Action." The Early Action applicant must be a high school senior and Azusa Pacific University must be his/her first-choice college. Candidates not accepted for Early Action will be notified that they will be reconsidered for admission under Regular Decision. This will allow time for additional materials to be submitted that might strengthen the overall file, (i.e., fall grades and/or additional SAT/ACT scores).

The following **admissions deadlines** apply to first-year/freshmen and transfer students:

### Spring semester

Application must be complete by	November 1
---------------------------------	------------

### Fall semester

First-year/Freshmen Applicants:

<i>Early Action</i> * (fall only) application deadline	December 1
--	------------

Early Action notification	January 15
---------------------------	------------

<i>Regular Decision</i> application deadline	March 1
--	---------

#### **Final Early Action** and

<i>Regular Decision</i> notification	April 1
--------------------------------------	---------

Final/Firm deadline

(for completion of application materials)	June 1
---	--------

**Transfer Applicants:**

Priority deadline for application	January 1
Final/Firm deadline (for completion of application materials)	June 1

\*Early Action is not available to transfer students.

These are firm deadline dates. Applications may be submitted after the Early Action and Priority deadlines, but it cannot be guaranteed that such applications will be given the same consideration as those submitted on or before the Early Action and Priority deadline dates. Please note that there may be an enrollment waiting list that begins before the final deadline (June 1). However, applications should be submitted by March 1 to ensure priority consideration for both admission and financial aid. First-year freshmen applying for the Board of Trustees Scholarship must meet all Early Action deadlines.

**Freshman Applicants**

A freshman applicant is defined as one who has fewer than 28 units of college credit following high school graduation.

*The following information is required prior to evaluation of admissibility:*

**Application and Statement of Agreement**

These two forms should be completed, signed, and submitted, along with the three essay questions.

**Application Fee**

A \$45 nonrefundable application fee is required and must accompany the application. The check or money order should be made payable to Azusa Pacific University.

**Transcripts**

Applicants are responsible for requesting that the high school from which they graduated and each college or university they attended send official transcripts directly to the Office of Undergraduate Admissions. High school students applying for admission as freshmen should request that their school office forward a preliminary transcript showing courses and marks for freshman through junior years, or through the first semester of the senior year if the application is made after the completion of that semester. A final transcript must be sent following graduation. The transcript and other documents submitted as part of the application become the property of the university and cannot be returned to the student or forwarded in any form to another college or university.

**Preadmission Tests**

All freshman applicants are required to submit scores from the American College Testing (ACT) Program or the Scholastic Aptitude Test (SAT I). It is recommended that all high school applicants take the ACT or SAT I by December of their senior year. Applicants may secure detailed information on testing schedules from their high school. The minimum SAT I score is 910, specifically with 480 verbal and 430 math. The ACT minimum score is 19. Meeting minimum test score requirements **does not** guarantee admission to Azusa Pacific University.

**References**

Applicants are required to supply two references from people who are familiar with their character and/or academic background. The university suggests a teacher and a pastor, youth director, or counselor. Family members may not fill out these forms.



## Transfer Applicants

Azusa Pacific University welcomes applications from transfer students. The same items are required as for freshman applicants with the following exceptions:

1. If 28 or more semester units have been completed at an accredited college or university, preadmission tests are not required.
2. A minimum grade-point average of 2.0 (academic GPA) for all college work completed is required for admission.
3. Transfer students who have been dismissed from previous colleges must complete two additional semesters prior to applying; take a minimum of 12 core units each semester; receive no *Ds*, *Fs*, or withdrawals; and maintain a minimum 2.0 grade-point average.

In addition, transfer students must submit transcripts from any and all colleges and universities attended, whether or not credit was given. Transfer applicants who have completed more than 12 core units of transferrable, semester, or college credit in the same semester may not be required to submit ACT or SAT test scores.

The university can give credit for no more than 70 units of junior or two-year college work. No upper-division credit can be allowed for courses taken at a junior or two-year college.

The Office of the Registrar will evaluate previous college work to determine its relationship to the requirements of Azusa Pacific University. A credit summary will be sent to the student showing those courses that have been accepted on transfer and those courses that still need to be taken to fulfill the university's general studies requirements. Only courses where a grade of *C-* or above has been earned can be considered for transfer of credit.

The IGETC (Intersegmental General Education Transfer Curriculum) for the California State University (CSU) System is accepted by Azusa Pacific University with the following provisions:

1. Foreign Language requirements must be satisfied (see APU General Studies guide lines).
2. Health Education and Fitness for Life requirements must be satisfied (see APU General Studies guidelines).
3. A minimum of College Algebra must be satisfied (see APU General Studies guide lines).
4. All prerequisites and elective courses for a declared major must be met.
5. Transfer students choosing to follow the IGETC must complete it before they enroll at Azusa Pacific University and present the IGETC certificate at the time of enrollment. Students who do not receive certification of completion will follow the APU General Studies program.
6. Students who have completed a minimum of 60 units and the IGETC will satisfy 9 units of biblical studies at APU, and 9 units of Upper-Division General Studies courses.

### General Studies Information for Transfer Students

Students transferring in to Azusa Pacific University may have some of their General Studies requirements met by classes taken at their previous institution(s). Additionally, the unit requirements for "God's Word and the Christian Response" and the upper-division general studies course work may be adjusted, depending on the number of units that the student transfers to APU.

The evaluation of a student's transfer work is done by the Office of the Registrar. All students are encouraged to work with the Office of the Registrar and with their

academic advisor to determine their general studies requirements. *While the following chart is to be a guide for the student, it is the responsibility of the student to see that all requirements are met. All requirements must be met by approved General Studies classes.*

For the most current information, please see the Office of the Registrar or the Office of Academic Advisement.

<b>Number of Units Transferred In</b>	<b>“God’s Word &amp; the Christian Response” requirements</b>	<b>Upper-Division General Studies requirements</b>
0-27	All 18 units are required	All 18 units are required
28-45	15 units: 6 units of UBBL CMIN 108 3 units of THEO 3 units of Senior Seminar	15 units: 3 units of THEO 3 units of Writing Intensive 3 units of Senior Seminar 6 units of 300+ level electives
46-59	12 units: 3 units of UBBL CMIN 108 3 units of THEO 3 units of Senior Seminar	12 units: 3 units of THEO 3 units of Writing Intensive 3 units of Senior Seminar 3 units of 300+ level electives
60-74	9 units: 6 units of UBBL, CMIN or THEO 3 units of Senior Seminar	9 units: 3 units of Writing Intensive 3 units of Senior Seminar 3 units of 300+ level electives
75-89	9 units: 6 units of UBBL, CMIN or THEO 3 units of Senior Seminar	6 units: 3 units of Writing Intensive 3 units of Senior Seminar
90+ (no correspondence units)	6 units: 3 units of UBBL, CMIN or THEO 3 units of Senior Seminar	6 units: 3 units of Writing Intensive 3 units of Senior Seminar

### **Part-Time Applicants**

Azusa Pacific University welcomes part-time students wishing to take up to six semester units. In order to be considered for part-time admission, a student must submit the following items:

- Application and signed Statement of Agreement
- \$45 nonreturnable application fee
- Official transcripts from all schools attended (Official transcripts must be sent directly from all schools attended to the Office of Undergraduate Admissions. Hand-carried transcripts will not be accepted as official.)

*Note: If 28 or more semester units have been completed at an accredited college or university, high school transcripts are not required.*

A student who is admitted to the university part time may continue to take up to six units during following semesters without having to reapply. Students wishing to take more than six units must complete the full application for admission. (See "Freshman Applicants" or "Transfer Applicants," pp. 23-24.)

### **Policy Regarding False Information**

*Students are advised that admission is contingent upon the truthfulness of the information contained in the application files. Discovery of false information subsequent to admission is, at the university's discretion, grounds for immediate dismissal at any point in the student's course of study. Such dismissal shall result in forfeiture of all charges paid and academic credits earned.*

The full fraudulent records policy may be obtained from the Office of the Registrar.

### **Readmission and Reenrollment**

Students planning to return to Azusa Pacific University after an absence must complete the following requirements in accordance with the length of their absence: an absence of one or two semesters requires that the student need only complete a re-enrollment form, and supply transcripts of any college work taken elsewhere during the absence; an absence of more than two semesters requires formal readmission to the university through the completion of all application materials listed elsewhere in the admissions section of this catalog. All students applying for formal readmission must be approved by the Offices of Student Financial Services, the Registrar, and the Dean of Students before readmission will be considered, unless previously granted an approved leave of absence.

### **Admission Status**

Applicants who are granted admission to the university without restriction are considered to be in regular standing at Azusa Pacific. They are permitted to continue in this classification as long as they maintain a satisfactory grade-point average and continue to meet the general standards established by the university for admission and graduation.

Some applicants may be deficient in one or more of the requirements for admission, but in the estimation of the Admissions Committee, merit the opportunity to prove themselves at Azusa Pacific. Such applicants are admitted with provisional or conditional standing for one or more semesters. Students admitted with provisional standing are limited to 14 semester units. If satisfactory progress is made, they are granted regular standing at the end of their first semester. Students admitted with conditional standing are limited to 12 semester units with no *Ds*, *Fs*, or *Withdrawals* and a minimum 2.0 GPA. If these requirements are not met at the end of the first semester, they are asked not to enroll for the succeeding semester. There are a limited number of opportunities for provisional/conditional students per year.

In certain cases, the Admissions Committee may decide to offer acceptance to applicants who have not completed all of the admissions requirements. For instance, students still involved in course work at another institution will be unable to send complete transcripts to Azusa Pacific University. In such instances, the applicant is obligated to complete the admissions requirements as soon as possible. When these requirements are met, the student will be granted full admission. Failure to satisfactorily complete all requirements may result in withdrawal of the university's acceptance offer. Note: Until these requirements are met, financial aid will not be fully awarded.

## Notification of Admission

Azusa Pacific University follows a procedure of rolling admission, which means that a prospective student may submit a completed application any time up to **November 1**, for spring; or **June 1** for fall. Students applying for Early Action will be notified of their admission status after January 15. Applicants for Regular Decision and those not offered admission through Early Action will receive notification after **April 1**. Transfer applicants will be notified on a rolling decision date until the incoming class is full. The Office of Undergraduate Admissions maintains regular contact with all applicants regarding the status of their application file. (See p. 22 for more information on Early Action and Priority deadlines.) Students meeting minimum requirements before deadline may be placed on a waiting list depending on availability. Students placed on the waiting list will be notified **June 1** regarding decision.

## Confirmation of Admission

Students must send a \$300 nonrefundable tuition deposit by **May 1** for the fall semester and **November 1** for the spring semester. Azusa Pacific processes deposits received after **May 1** according to space availability. The deposit is not an additional fee, but is credited to the student's account.

## Reservations for On-Campus Housing

Following notification of acceptance, students will be sent a housing application. The application must be completed and returned to the Office of Housing Services along with a \$250 room deposit to secure fall/spring housing. *Since student housing spaces are extremely limited*, it is recommended that students submit their housing application with the \$250 deposit as early as possible. Applications/deposits received after all spaces are filled will go on a waiting list to be assigned if space becomes available. No applications for housing will be accepted without the \$250 deposit. A housing contract and emergency notification card will then be sent to the student, which must be signed and returned by the date indicated to confirm the reservation. This contract is binding for the entire academic year unless a student withdraws, or does not enroll at the university.

When the deposit is received by the Office of Housing Services, a room, if available, is placed on reserve until 5 p.m. the Friday after school officially begins. Any request to hold a room assignment beyond this time must be in writing and received by the Office of Housing Services at least 24 hours prior to the opening of the residence halls.

## Credit by Examination

Credit may be earned through placement examinations. There are three examinations recognized by the university: Advanced Placement (AP) Tests, the College Level Examination Program (CLEP), and the International Baccalaureate (IB) Program.

Credit is granted to students who score a three or higher on an AP Test (see p. 28); meet the cut-off level (individually determined by each APU department or school) in CLEP subject area tests (see p. 29); or a five or higher on the IB higher level exams. There is no maximum number of credits that can be accumulated from these tests. Credit received by examination is tuition-free and applies toward the total requirement for graduation from the university.

### Advanced Placement Exams (AP) Credit

The Advanced Placement Program sponsored by the College Board and administered by Educational Testing Service (ETS) offers secondary school students the opportunity to participate in challenging college-level course work while still in high school. The exams are two or three hours long and cover one or two semesters of college-level work.

Exam Subject	AP Grade	Units	Credit Awarded
Art: Studio Drawing	3, 4, 5	3	Aesthetics and the Creative Arts core
Art: General	3, 4, 5	3	Aesthetics and the Creative Arts core
Art: History	3, 4, 5	3	Aesthetics and the Creative Arts core
Biology	3	4	Nature core, BIOL 151 (General Biology I)
Biology	4, 5	8	Nature core, BIOL 151 (General Biology I) and non-GS elective units
Calculus AB	3, 4	5	MATH 251 (Calculus I)
	5	9	MATH 251, 252 (Calculus I and II)
Calculus BC	3	5	MATH 251 (Calculus I)
	4, 5	9	MATH 251, 252 (Calculus I and II)
Chemistry	3, 4	4	CHEM 151
	4, 5	4, 4	CHEM 151, 152
Computer Science AB	3, 4, 5	3	Elective units, non-GS
English Language/Composition	3, 4	3	Freshmen Writing Seminar or Language and Literature core
	5	6	Freshmen Writing Seminar and Language and Literature core
	* If score is a 5 in both English Language and English Literature, student receives 9 units of credit - ENGL 110, ENGL 111, 3 units non-GS elective		
English Literature/Composition	3, 4	3	Freshmen Writing Seminar or Language and Literature core
	3, 4	3	Freshmen Writing Seminar and Language and Literature core
	* If score is a 5 in <b>both</b> English Language and English Literature, student receives 9 units of credit - ENGL 110, ENGL 111, 3 units non-GS elective		
Environmental Science	4, 5	4	4 units for Nature Requirement
European History	3, 4, 5	3	Elective units, non GS
French Language	3	4	FREN 101
	4, 5	8	FREN 101, 102
German Language	3	4	GERM 101
	4, 5	8	GERM 101, 102
Govt./Politics – Comparative	3, 4, 5	3	Elective units, non-GS
Govt./Politics – U.S.	3, 4, 5	5	Heritage and Institutions core
	* If score is a 3, 4, or 5 in <b>both</b> Govt. and Politics – U.S. and U.S. History, student receives 6 units of credit - Heritage and Institutions core and 3 units non-GS elective		
Econ - Macroeconomics	3, 4, 5	3	Elective units, non-GS
Econ - Microeconomics	3, 4, 5	3	Elective units, non-GS
Latin	3	4	General Studies skills, Foreign Language requirement
Latin	4, 5	8	General Studies skills, Foreign Language requirement
Latin Literature	3, 4, 5	3	Elective units, non-GS
Music Theory	3, 4, 5	4	Aesthetics and the Creative Arts core
Physics B	3	5	Nature core (5)
	4, 5	10	Nature core (5) and 5 units non-GS elective
Physics C: Mechanics	3	5	Nature core (5)
	4	10	Nature core (5) and 5 units non-GS elective
	5	16	Nature core (5) and 11 units non-GS elective
Physics C: Electricity and Magnetism	3	5	Nature core (5)
	4	10	Nature core (5) and 5 units non-GS elective
	5	16	Nature core (5) and 11 units non-GS elective
Physics C: Electricity and Magnetism, Physics C: Mechanics	5	19	Nature core (5) and 14 units non-GS elective
Psychology	3, 4, 5	3	Identity and Relationships core
Spanish	3	4	SPAN 101
	4, 5	8	SPAN 101, SPAN 102
Spanish Literature	3, 4, 5	3	Elective units, non-GS
Statistics	3, 4, 5	3	Elective units, non-GS
United States History	3, 4, 5	3	Heritage and Institutions core
	* If score is a 3, 4, or 5 in <b>both</b> Govt. and Politics – U.S. and U.S. History, student receives 6 units of credit - Heritage and Institutions core and 3 units non-GS elective		

**Credit for College Level Examination Program (CLEP)**

Comprehensive list of exams available through CLEP.

<b>Subject Examinations</b>	<b>Score</b>	<b>Units</b>	<b>Course Equivalent</b>
<b>Business</b>			
Information Systems and Computer Applications	—	—	No APU course equivalent
Introductory Business Law	—	—	No APU course equivalent
Principles of Accounting	50	4, 3	BUSI 120, 121
Principles of Macroeconomics	50	3	BUSI 250
Principles of Management	50	0	Verifies prerequisite skills
Principles of Marketing	50	3	BUSI 360
Principles of Microeconomics	50	3	BUSI 251
<b>Composition and Literature</b>			
American Literature	—	—	No APU course equivalent
Analyzing and Interpreting Lit.*	50	3	ENGL 111*
English Literature	—	—	No APU course equivalent
Freshman College Composition,*	50	3	ENGL 110*
<b>Modern Languages</b>			
College-Level Spanish Language	50 62 74	4,4 4,4,3 4,4,3,3	SPAN 101, 102 SPAN 101, 102, 201 SPAN 101, 102, 201, 202
College-Level French Language	50 65 77	4,4 4,4,3 4,4,3,3	FREN 101, 102 FREN 101, 102, 201 FREN 101, 102, 201, 202
College-Level German Language	50 52 63	4,4 4,4,3 4,4,3,3	GERM 101, 102 GERM 101, 102, 201 GERM 101, 102, 201, 202
<b>History and Social Sciences</b>			
American Government	50	3	POLI 150
History of U.S. I: Early Colonizations to 1877	50	3	HIST 151
History of U.S. II: 1865 to present	50	3	HIST 152
Human Growth and Development**	50	3	PSYC 290**
Introduction to Educ. Psychology	—	—	No APU course equivalent
Introductory Psychology	50	3	PSYC 110
Introduction Sociology	50	3	SOC 120
Western Civilization I: Ancient Near East to 1648	50	3	HIST 120
Western Civilization II: 1648 to present	50	3	HIST 121
<b>Science and Mathematics</b>			
Calculus w/ Elem. Functions	—	—	No APU course equivalent
College Algebra	50	3	MATH 110
College Algebra – Trigonometry	—	—	No APU course equivalent
General Biology	50	4,4	BIOL 111, 112 or BIOL 151, 152
General Chemistry	50 52	4,4	CHEM 201, 202 Required for Science Majors
Trigonometry	—	—	No APU course equivalent
<b>General Examinations</b>		<b>Units</b>	<b>Course Equivalent</b>
College Mathematics		—	No APU course equivalent
English Composition (with or without essay)		—	No APU course equivalent
Humanities		—	No APU course equivalent
Natural Sciences		—	No APU course equivalent
Social Sciences and History		—	No APU course equivalent

\*Essay is required to receive APU course equivalency. Note that essays are evaluated after a passing score on the multiple choice section of the CLEP is achieved.

\*\*This test is not acceptable as an equivalent course for students in the Liberal Studies major seeking the Multiple-Subject (K-12) Teaching Credential.



### Credit for International Baccalaureate Program

Examination Title	Score	Units	Credit Awarded
Art/Design Option A (studio work)	5,6,7	6	ART 100 and ART 150
Art/Design Option A (research)	5,6,7	6	ART 100 and ART 150
Biology	—	—	Not applicable
Business and Organization	—	—	Not applicable
Chemistry	5,6,7	40	CHEM 101
Classical Languages	—	—	Not applicable
Computer Science	5,6,7	6	Non-GS elective credit
Economics	5,6,7	3	BUSI 250
Environmental Systems	—	—	Not applicable
Geography	5,6,7	3	HIST 310 lower-division credit only
History	5,6,7	3	Non-GS elective credit
History of Islamic World	5,6,7	3	HIST 390 lower-division credit only
Information Technology	—	—	Does not count for BUSI credit
Language A1	5,6,7	3	ENGL 111
Language A2	—	—	Not applicable
Language AB	—	—	Not applicable
Language B	—	—	Not applicable
Mathematics	5,6,7	up to 5	MATH 150
Music	5,6,7	3	MUS 120
Philosophy	6,7	3	PHIL 220
Physics	5,6,7	up to 5	PHYC 100
Psychology	—	—	Not applicable
Social Anthropology	5,6,7	3	SOC 125
Theater Arts	—	—	Not applicable

If a student takes a college course for which he/she has already received IB credit, then the student forfeits the IB credit.

College credit earned by a student still in high school may be transferred to Azusa Pacific University provided that the course was taken at an accredited college. An official college transcript must be sent from the college to Azusa Pacific in order for such course work to be evaluated for transfer of credit. Requirements for transfer applicants apply.

### **Admission of Home School Students**

Admission will be based on the completed application (see "Undergraduate Admission to the University," p. 22) with stronger emphasis on the student's SAT or ACT scores. Applicants who are homeschooled and do not have an official high school transcript to submit to the university with the Application for Undergraduate Admissions are not required to take the General Education Development (GED) Test or the California High School Proficiency Examination. If the student does not have access to an official transcript or does not subscribe to a transcript service, the student will be sent a transcript evaluation form to be completed by the primary teacher. The transcript evaluation and academic reference may be completed by a parent if that individual is the primary teacher.

### **Admission of High School Nongraduates**

Applicants who are not high school graduates may still be considered for admission. Azusa Pacific accepts some students who have acquired equivalency certificates or diplomas through GED tests or the California High School Proficiency Examination. The Office of Undergraduate Admissions evaluates such candidates' individual merits and high school achievement records. Greater emphasis may be given to either the SAT or ACT results.

A person 25 years of age or older, who is not a high school graduate, may be admitted with adult status by special action. In both cases, the applicant's test scores and experience are evaluated for evidence of ability to complete college work. All such applicants should follow the application procedure for new students.

### **Veterans' Education Benefits**

Azusa Pacific University is an approved degree-granting institution for veterans and eligible dependents seeking educational training under Title 38, Chapters 30, 31, 32, 34, 35, and 106. The final cutoff date for eligible veterans to use Chapter 34 benefits is December 31, 1989.

### **Admission to Particular Majors**

Admission to Azusa Pacific does not automatically guarantee admission to certain specialized programs within the university. The program admission criteria are set and acceptance is determined by the faculty of these specialized programs. Information regarding application deadlines and admission criteria may be obtained from the academic discipline to which the student wishes to apply.

### **Proficiency Exams**

All new students with freshman status (fewer than 28 credit units of transfer from an accredited college or university) who have been admitted in a non-conditional standing will be required to take proficiency exams in reading, writing, and math. If necessary, the student may be required to take additional course work to strengthen comprehension in the area of deficiency. With SAT/ACT scores within a required range, the proficiency exams can be waived (see pages 80-81).



## International Undergraduate Admission

Azusa Pacific University is authorized under federal law to enroll nonimmigrant students and issue the U.S. Immigration document I-20 or U.S. State department DS 2019 (formerly form IAP 66). Students who understand and agree with the university's Christian principles and atmosphere are welcome to make application.

To apply to be either a full-time undergraduate student seeking a bachelor's degree or a special student wanting to study for only one or two semesters, please complete and submit the following:

1. Application for International Undergraduate Admission
2. \$65 nonrefundable application fee
3. Affidavit of Financial Support (included in application form) and current bank statement proving ability to pay for educational costs through personal, family, or sponsor resources.\*
4. Official international TOEFL certificate of at least 500 (173 computer-based), or 550 for School of Nursing applicants (213 computer-based) (If English was the medium of instruction throughout formal education, a TOEFL score is not needed.) Conditional admission for those not meeting the required TOEFL score is also available (see below).
5. Two letters of recommendation (included in application)
6. Statement of Agreement (included in application)
7. Essays (included in application)
8. Official transcripts sent directly from the school last attended to APU (Transcripts must be translated officially into English.)
9. SAT/ACT scores are not required. Taking and scoring at specified levels could, however, qualify a student for additional academic scholarship money (see p.47.)

\*One year's tuition may be required in advance and placed on the student's account prior to issuance of the immigration document I-20 or IAP 66.

To be considered for undergraduate admission, the applicant must have a minimum 2.75 grade-point average (GPA). If the applicant is transferring from schools where English is the medium of instruction with a minimum of 28 transferable non-ESL units, a 2.5 GPA is acceptable.

### TOEFL Waiver

Students with more than 48 academic semester units from U.S. colleges/universities (taken just prior to attending APU) may be able to waive their TOEFL requirement for admission. Semesters with any ESL classes taken will not be counted toward the 48 units.

### Conditional Admission

Students whose TOEFL scores are below the required minimum for admission to APU and who have met all of the other admission requirements may be admitted conditionally to the university. Those applicants may apply to the School of Intensive English (SIE) and enter the university upon completing the requirements of SIE. (See below for more information about SIE.)

Students whose TOEFL scores are between 450-499 (or who have completed Level 4 of SIE) provided that all other admission requirements have been met, may choose one of the following:

1. Enroll in the High Achiever's Program. This program involves taking 8 units of university credit intensive English courses (TESL 101 and 102) and 6 units of other university course work up to 14 units maximum during their first semester. Upon successful completion of both of these intensive English courses, the student will be allowed to enroll in a full course of regular studies. If, however, the work in one or both areas is unsatisfactory, the student will be granted no credit and must retake these courses the following semester along with six more units of university course work. If, at the end of the second semester the work is still unsatisfactory, the student will be required to study English full time at the School of Intensive English before re-enrolling in university study.
2. Enroll full time in SIE and complete Level 5 satisfactorily. Completing Level 5 waives the intensive English courses.

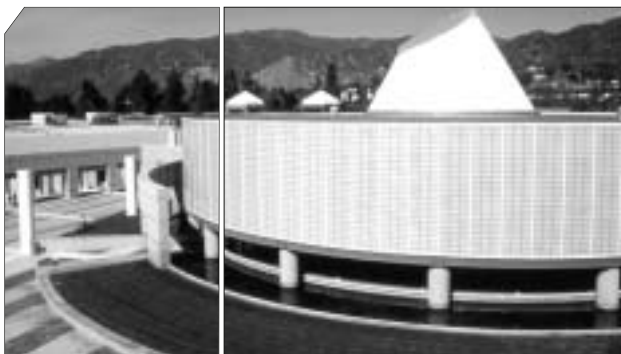
### **School of Intensive English**

A student whose TOEFL score is below 450 may apply to Azusa Pacific University's School of Intensive English (SIE), which is a program under the American Language and Culture Institute (ALCI). The student should submit an application to SIE, along with the \$65 nonrefundable processing fee, a certified diploma and official high school transcript. Any high school graduate or transfer student with a 2.75 GPA may apply to SIE without an official TOEFL score and will be evaluated for level placement. The SIE trains students to use English proficiently in all areas: listening, speaking, reading, writing, oral and written research skills and presentation. In addition, SIE provides various opportunities for experiencing and understanding American culture, thus enhancing the learning process. The SIE has six levels of study—beginning through advanced—taught in eight-week sessions. Levels 1-3 each require one session to complete, while Levels 4-6 require two. Students in Levels 4 and 5 may audit university classes for noncredit. Level 6 is for graduate students only, who may take 2 classes in their graduate program.

**Azusa Pacific University reserves the right to require additional English testing/classes after the student has arrived at the university if considered necessary.**



# Financial Information



<b>Student Financial Services</b>	<b>36</b>
<b>Cost of Attendance</b>	<b>36</b>
<b>Payment Plans</b>	<b>38</b>
<b>Refund Policy</b>	<b>38</b>
<b>Financial Agreement</b>	<b>39</b>
<b>Student Employment</b>	<b>40</b>
<b>Financial Aid Application</b>	<b>40</b>
<b>Financial Aid Policies</b>	<b>41</b>
<b>Types of Financial Assistance</b>	<b>44</b>

## Student Financial Services

Higher education is one of the most important investments an individual can make. Cost should not be the only determining factor in selecting the appropriate university. However, having a clear understanding of the expense involved is an integral part of making a well-informed choice.

The Office of Student Financial Services assists students in answering questions related to financial aid, student employment, and student accounts. Simply call (626) 812-3009 with any questions. Office hours: Monday-Thursday, 9 a.m.-5 p.m.; Friday, 9 a.m.-4:30 p.m.

## Cost of Attendance 2002-03 (effective 9/1/02)

### Matriculation fees

Application	\$45
International Application	\$65

### Tuition

12-17 Units* (includes Health Fee)	\$8,570/semester
New Student Deposit (one-time fee to be applied to account upon registration)	\$300
Per Unit	\$700/unit
Extended Studies	\$255/unit
Audit	\$350/unit
Student Teaching (12-unit package)	\$4,280/semester

\*The 18<sup>th</sup> unit is free if a student has completed at least 28 units at APU and has a 3.45 or better cumulative grade-point average. See the Office of the Registrar for more information.

### Room\*\*

Residence Hall – Adams, Smith, Engstrom	\$1,465/semester
Apartments – 2 Bedrooms Canyon Gardens, Global Village, Shire, University Park, Village West	\$1,695/semester
Alosta Place, Crestview	\$1,765/semester
Apartments – 1 Bedroom Bowles, Canyon Gardens, Global Village, Shire, University Park, Village West	\$1,775/semester
Alosta Place, Crestview	\$1,990/semester

### Board

20 meals/week	\$1,380/semester	(100 bonus points)
15 meals/week	\$1,275/semester	(70 bonus points)
10 meals/week	\$920/semester	(50 bonus points)
7 meals/week	\$645/semester	(30 bonus points)
5 meals/week	\$455/semester	(25 bonus points)

Door Prices:	Breakfast	\$5
	Lunch	\$7.25
	Dinner	\$6.25

*Please note:* Changes in meal plan or housing may change financial aid package.

\*\*Alosta Place, Bowles, Canyon Gardens, Global Village, Crestview, University Park, and Village West residents must pay utilities (gas and electric). This will cost an estimated \$400 a year per apartment and vary with usage. Students are also responsible for hook-ups.

**Mandatory Fees**

University Access and Safety Fee (mandatory for all on-campus and international students)	\$36/semester
Health Fee (mandatory for students with seven or more units, optional for students with six or fewer)	\$185/semester
Graduation Fee (paid by graduating seniors when filing an Intent to Graduate form)	\$60
Yearbook Fee	\$32/year
Freshman On-Campus Parking Fee	\$150/semester

**Special Fees**

Art Fee	\$75/class
New Student Housing Deposit	\$250
Returning Student Housing Deposit	\$250
Independent Study	\$125/unit
International Fee	\$90/semester
Internet Fee	\$50/semester
Online Fee	\$120/per class
Tuition Deposit (2002-03 year)	\$300
Late Registration Fee	\$125/semester
Missions Seminar	\$50
Music – Private Lessons	\$295/unit
Music – Semi-Private Lessons	\$125/unit
Music – Recital Fee	\$135/unit
Music Choir Outfit	
Bel Canto	\$350/year
Jubilant Song	\$350/year
Male Chorale	\$475/year
University Band/Jazz Ensemble/Gospel Choir	\$25/year
University Choir	\$495/year
Communication Lab Fees	\$100/course
Nursing Fees (includes malpractice insurance)	\$145/course; \$290 maximum/semester
Placement File	
Setup and 10 Mailings	\$60
Education Job Opportunities Newsletter	\$40/year
Research Account Fee	\$20
Science Lab	\$85/class; \$170 maximum/semester
Service Charge for Payment Plans	\$85 (15-week sessions)
Transcript of Records	\$5/copy

## Payment Plans

Tuition, room, board, and fees are due and payable at registration. For the convenience of students and parents wishing to pay their college expenses in installments, a deferred payment plan is offered by the university to those whose accounts are paid promptly.

### Institutional Monthly Payment Plan

A 25 percent down payment is due by July 15 for new students, and by August 1 for returning students for the fall, December 10 for spring. An \$85 service charge will be placed on the student's account for choosing this option. The remaining balance is due in three equal monthly payments:

<b>Fall:</b>	September 10, October 10, November 11
<b>Spring:</b>	February 10, March 10, April 10

Students who have loans covering their expenses (tuition, room, board, and fees) will be charged \$85 if all loan documents, tax forms, and signatures are not completed by August 1. (For the remaining balance, Visa, MasterCard, and Discover Card are accepted.)

### Payment Plan Exceptions

Any exception to the stated policy must be requested in writing (using a General Petition form obtained upon request from the Office of Student Financial Services) and approved by the director of student financial services.

## Refund Policy

### Policy for Students Withdrawing from All Units

*Policy for students completely withdrawing or dropping from a term:*

- In the event a student withdraws or drops from all units within a term, institutional charges, financial aid, and refunds will be calculated on a *per diem* basis. If this calculates to 60 percent or greater of the term, then NO adjustments will be made.
- Fees are not refundable.
- First-time students are subject to federal prorata refund regulations for all federal aid.

Summer and special terms:

- Refund policies for other terms or special programs are outlined in the appropriate printed materials.

Other refunds:

- Room charges are only refundable based on the conditions set forth in the housing contract.
- Board is prorated on the basis of a 15-week semester.
- Financial aid is prorated to the same percentage as tuition (outlined above) and according to government regulators.

*Any student dismissed by the university will receive refunds at the administration's discretion. If parents or students feel that individual circumstances warrant exceptions, a petition may be submitted to the director of student financial services.*



### **Refund Policy Exemptions**

Any exemption to the stated policy must be requested in writing (using a General Petition form obtained upon request from the Office of Student Financial Services) and approved by the director of student financial services. Students receiving federal aid are subject to federal refund policies.

### **Students Making Class Changes**

Students may add and/or drop classes until the last day to change registration. This date is listed on the academic calendar.

### **Financial Agreement**

A student may not participate in graduation ceremonies, register for further sessions, or receive any diploma, grades, certificates, transcripts, or letters of recommendation until all financial obligations (including Perkins Loans) have been satisfied in accordance with APU financial policies. Any diploma, grades, certificates, transcripts, or letters of recommendation shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to, or subsequent to, any default by the debtors shall not be considered a binding precedent or modification of this policy.

*The university reserves the right to make any changes in institutional refund policies, fees, and expenses without notice.*





## **Student Employment**

The Office of Student Employment is a referral service for APU students. Student employment is a vital part of college life. It is estimated that nearly 60 percent of all Azusa Pacific students work as a means of partially meeting college costs.

Students may apply to work on or off campus. If eligible, they may obtain work through the Federal Work Study program. (See p. 44.) No job is guaranteed; students are responsible for securing their own jobs. Job availability is dependent upon a good match between the employer's needs and the student's schedule and qualifications. Blocks of at least two consecutive hours of available time are usually required.

## **Financial Aid Application**

### **To Apply for Financial Assistance**

A Free Application for Federal Student Aid (FAFSA) form must be completed and sent to the address on the application. The FAFSA may be obtained at a secondary school or college financial aid office. Azusa Pacific recommends filing the FAFSA over the Internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Filing an online FAFSA eliminates errors and expedites the awarding process. APU's Title IV code is 001117 for the FAFSA form. In addition, an Institutional Aid Application (IAA) must be completed and returned to the Office of Student Financial Services.

From an analysis of these confidential forms, the amount of parental and student income and assets that can be applied toward university costs is determined. The application will be considered for financial aid as soon as the student has been granted admission to the university.

### **FAFSA Waiver**

In some cases, a FAFSA may be waived. The student may submit only an Institutional Aid Application if he or she wants to waive the right to apply for and receive all federal and/or state assistance (including loans).

## Application Priority Date

Students who submit the FAFSA and IAA, and are accepted to the university on or before *March 2*, will have priority over those who apply after that date. However, students having applied after *March 2*, may still receive financial aid if additional funds are available. New students must apply for admission to the university by *June 1*, and submit a FAFSA and Institutional Aid Application by *June 1*, to be eligible to receive any institutional aid. Returning students must submit a FAFSA and IAA by *June 1* to be eligible for institutional scholarships. It is advisable to submit a FAFSA as early as possible. The earliest a FAFSA may be submitted is *January 1*, prior to enrollment at the university.

## Financial Aid Policies

### Satisfactory Progress

Students who wish to receive financial assistance must be in good academic standing and make satisfactory academic progress toward their degree or certificate program, in addition to meeting other eligibility criteria.

### A. Quality of Progress – “Good Academic Standing”

- Students requesting aid must maintain a minimum cumulative 2.0 grade-point average.
- Grade-point averages are reviewed at the end of each semester.
- Students who fail to maintain the minimum grade-point average will be given one semester of “Aid Probation” in which they must earn a 2.0 cumulative grade-point average, or they will be suspended from aid programs.
- Freshmen entering with less than a 2.0 grade-point average will be given one semester of “Aid Probation” and must achieve a 2.0 grade-point average to continue to receive aid.
- Transfer students entering with less than a 2.0 grade-point average will not be eligible for aid until a 2.0 cumulative grade-point average is attained.

### B. Quantity of Progress – “Unit Completion Requirement”

- Students requesting aid must make progress towards their degrees as follows:  
*Full time: 12 units/semester 3/4 time: 9 units/semester 1/2 time: 6 units/semester*
- Unit completion is reviewed at the end of each semester.
- The following grades are considered to demonstrate satisfactory course completion: *A, B, C, D, and Pass*. These grades do not demonstrate course completion: *F, In-Progress, Incomplete, No Pass, and Withdrawal*.
- Repeated courses for which a satisfactory grade has been given may only be counted once for the purpose of academic progress.
- Remedial course work may be considered if it is specifically prescribed by the student’s academic advisor.
- Students failing to complete the required number of units per semester will be given one semester of “Aid Probation” in which they must complete the deficit units or they will be suspended from all aid programs. Students may petition their satisfactory progress status by submitting an APU General Petition form to the Office of Student Financial Services.

## **C. Quantity of Progress – “Maximum Time Frame”**

- Students requesting aid are expected to complete their academic program within a reasonable time frame (including transfer units) as follows:
- Students may not attempt more than 189 units prior to completing their undergraduate degree.
- Students may petition for extended time by submitting a General Petition form to the Office of Student Financial Services.

## **Financial Aid Packaging**

Azusa Pacific University offers financial aid in the form of employment, loans, grants, and scholarships. In order to serve the large number of students needing financial assistance, the university coordinates various elements of each student's financial aid program. This “packaging” approach may include assistance from two or more sources of financial aid. The university's goal is to award all applicants the maximum scholarship, grant, loan, and work study for which they qualify, given restrictions in availability of funds, institutional policies, and state and federal guidelines.

A student's budget, as determined by APU using federal calculations, could reduce the total aid package.

## **Minimum Enrollment**

All institutional aid is given on the basis of a minimum academic load of 12 units per semester. Should a student drop below the 12 units required, he or she should notify the Office of Student Financial Services immediately, and the institutional aid will be prorated. If a student is taking the last units required for graduation and only part time, institutional aid will be prorated.

## **Stacking Institutional Aid Offers**

Students receiving international scholarships are not eligible for stacking any other institutional scholarships.

## **Equitable Treatment**

The university shall provide fair and equitable treatment in the awarding of financial aid. In addition, there shall be no discrimination of any kind. Appeal procedures exist for anyone who feels that a violation of the above has occurred. Contact the director of student financial services for further information.

## **Release of Records**

It is understood that by applying for financial aid, the student grants the Office of Student Financial Services the right to release the student's grades and enrollment records to scholarship, state, federal, and loan agencies as needed.

## **Keeping in Touch**

The university will attempt to inform students about deadlines and procedures, but the final responsibility for the timely filing of the FAFSA and related documents is the student's.

The student must notify the Office of Student Financial Services regarding changes in financial situation, marriage, loss of a job, change in class load, withdrawal from school, or change of address. In order to contact the Office of Student Financial Services, a student may write, call, or come in person.



## Outside Aid Resources

All students are required to report, in their application for aid, ALL resources known or expected to be available to them during the period for which they seek financial assistance. These resources include, but are not limited to: veterans' benefits, scholarships, fellowships, stipends, unemployment earnings (including spouse's, where applicable), and tuition reimbursement. Failure to report these resources can result in delays in receiving aid funds for which the student may be eligible, cancellation of the award, or even the return of funds already received.

Should any new resources become available, the student is required to report this fact. Withholding or concealing information about these resources may constitute fraud, as the student would be receiving financial aid to which he or she is not entitled.

## Overawards

Each year a number of financial aid recipients are distressed to learn that their aid package is being reduced due to an overaward. As required, students must inform the Office of Student Financial Services of any outside aid awards or changes in their class load. This will save the frustration and inconvenience that may result from an overaward.

*A student's budget, as determined by APU using federal calculations, could reduce the total aid package.*

*All institutional aid is subject to coordination with federal, state, and all other aid sources.*

*All institutional aid is subject to the policies printed in the Azusa Pacific University Student Financial Services Handbook, catalog, and other printed material.*

*Availability of all aid is subject to federal, state, institutional, and private funding.*

## Types of Financial Assistance

### Federal Aid

Any student who wishes to apply for federal programs must be either a U.S. citizen, permanent resident, or an eligible noncitizen.

#### Federal Pell Grant

The Pell Grant Program provides government grants to both full- and part-time undergraduate students. The amount of the grant is based upon need. After the student submits the FAFSA, a Student Aid Report (SAR) will be received from the government and must be reviewed for accuracy. If any corrections are necessary, the student should immediately submit the SAR to the Office of Student Financial Services, along with other required documents.

#### Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG is a Title IV, need-based grant that awards up to \$2,000. FSEOG funds are limited and must be awarded to the neediest students as determined by the FAFSA. Early submission of a FAFSA is recommended.

#### Federal Work Study (FWS)

FWS enables students to earn part of their financial aid award through employment. Federal regulations allow the university to offer qualified students a certain amount of college work-study earnings. **This money is not gift aid, but is an opportunity for students to work and have part of their salary paid by the federal government.**

Any student participating in the FWS program will be paid directly through the on-campus student payroll. Base rate pay on campus is minimum wage. Individual earnings are not credited to the student's account, but paid directly to the student. FWS earnings are taxable.

#### Federal Perkins Loan

The U.S. government makes funds available to qualified students of limited means who wish to go to college. These are long-term loans at a 5 percent rate of interest. A student may borrow up to \$3,000 per year upon approval. Repayment will neither be required nor will interest begin to accrue until nine months after the student has ceased enrollment. Deferment provisions for public service are available. Up to 10 years are allowed for repayment, with minimum monthly payments of \$40. Eligibility is determined by the FAFSA and availability of funds. Perkins funds are limited and must be awarded to the neediest students as determined by the FAFSA. Early submission of the FAFSA is recommended.

#### Federal Stafford Loan

A loan program for students is available through many banks and credit unions from which undergraduate first-year students may borrow up to \$2,625 annually, sophomores (with 28-59 units completed) up to \$3,500, and juniors and seniors (with 60 or more units completed) up to \$5,500 annually. Students must demonstrate need (through completion of the FAFSA form) in order to receive a subsidized Federal Stafford Loan. No interest is charged while the student attends school. The interest rate is variable for new borrowers whose loans originated after October 1, 1992, but will never be higher than 9 percent; there is a fixed rate for borrowers with loans originating before October 1, 1992. Repayment begins six months after the student graduates or discontinues schooling, with deferment provisions for public service available. Unsubsidized funds may also be



borrowed up to the yearly amount. If the student borrows an unsubsidized loan, the student is responsible for the interest payment while in school. Loan request forms are available in the Office of Student Financial Services and should be completed once the student receives an award package. A one-time master promissory note will be mailed to the student once the loan has been certified by the Office of Student Financial Services. This application/promissory note should be signed and immediately returned to the servicer. The student is also required to submit a one-time on-line loan entrance requirement. Once the servicer receives the master promissory note and SFS has received the on-line entrance requirement, the servicer will release funds electronically to APU for placement in the student's account.

### **Federal Parent Loans (PLUS)**

PLUS is an auxiliary loan program authorized by Congress which provides loans at a variable interest rate that caps at nine percent. As with the Federal Stafford Loan, these loans will be made by banks, savings and loan institutions, and credit unions. Unlike the Subsidized Federal Stafford Loan, repayment of this loan and interest must begin in 60 days, unless deferred. PLUS eligible borrowers include parents of dependent undergraduates, with a loan limit of the unmet cost after other aid is subtracted.

Borrowing under either or both the Federal Stafford Loan and PLUS programs may not exceed net educational costs (school educational costs less other financial assistance).

### **Alternative Loans**

Students who wish to apply for alternative loans must complete a separate application, have costs greater than school budget, and be approved by the lending agency. Alternative loans must pay tuition in full before any refund will be given.

## State Aid

### Cal Grant A

These awards are granted yearly at Azusa Pacific University and other California schools. They are renewable with satisfactory academic progress and financial need. Qualifications will depend on grade-point average (verified by the GPA verification worksheet submitted to CSAC by the Cal Grant deadline), California residency, and financial need as determined by the FAFSA. Awards will differ between institutions—the higher the school costs, the larger the state scholarship. The deadline is *March 2*, prior to entry to the university. However, the closer to *January 1* students apply, the better their chances of being awarded other types of limited grants. See a high school counselor or the APU Office of Student Financial Services for information and forms, or write to the Student Aid Commission, PO Box 942845, Sacramento, CA 94245-0845. APU's USDE code is 00111700.

### Cal Grant B

These grants are designed for those students entering college who come from disadvantaged backgrounds and demonstrate financial need and a desire to succeed in college. Tuition grants, plus subsistence, are based upon California residency, a questionnaire, and financial need as determined by the FAFSA. They are renewable for four years with satisfactory academic progress and continued financial need. The application deadline is *March 2*, prior to entry. See a high school counselor or the APU Office of Student Financial Services for information and forms, or write to the Student Aid Commission, PO Box 942845, Sacramento, CA 94245-0845. APU's USDE code is 00111700.

## Institutional Aid

All institutional aid is subject to coordination with federal, state, and outside aid sources. Student aid in combination with outside, state, and federal aid cannot exceed the calculated cost of attendance. If grant aid (excluding the Pell grant) exceeds a student's institutional charges, any institutional grant aid will be reduced. No institutional aid is given until all outside aid has been considered and institutional costs have been met. Institutional aid is limited to undergraduate students only, except for teacher-education discounts.

Some types of institutional aid cannot be stacked with any other type of institutional aid.

- Alumni teacher-educational discounts
- Trustees' scholarships
- International scholarships

Azusa Pacific University is pleased to receive scholarship support money from many individual donors, as well as from foundations and corporations. These scholarship dollars are then awarded by the university according to directives of the donors (if any). The student, as a scholarship recipient, may be asked to write a letter of appreciation to the donor or organization who provided the scholarship money. The student may also be asked to attend a luncheon with the donor or organization representatives. As stewards of these financial investments into the lives of students, the university wishes to thank donors personally and with integrity. By accepting the scholarship award, the student is also agreeing to express appreciation if asked to do so.

## Trustees' Scholarships

Trustees' full tuition scholarships are awarded to five first-time freshmen with a 3.9 grade-point average (GPA) on a 4.0 scale or ranked in the top 5 percent of high school graduating class (GPA is based on grades 10 and 11, excluding PE and drivers' education; honors/AP grades are weighed). Recipients must have a minimum combined score of 1,280 on the SAT (combined score from single test date only) or 30 on the ACT. They must also maintain a 3.6 GPA at APU. Awardees' must demonstrate involvement in church-, school-, or community-related activities and a strong Christian commitment. The student must also apply for undergraduate admission, by completing an application postmarked by the December 1 Early Action deadline, and be admitted by January 15, 2003. In addition the student must submit a Board of Trustees Scholarship application postmarked by January 15, 2003.

Trustee finalists receive up to \$2,500 each year. Trustee's candidates may receive up to \$1,000 each year. They must also meet all required deadlines to be considered for these scholarships.

## President's Scholarships I and II

Azusa Pacific University awards scholarships to outstanding high school graduates and transfer students who have distinguished themselves as the highest academic achievers in their high school. Students with grade-point averages of 3.75 or higher and a recentered SAT score of 1,200 or above (or its equivalent) receive the President's I Scholarship of \$4,000 per year; students with grade-point averages of 3.75 or higher may receive the President's II Scholarship of \$3,500 per year if they apply for admission to APU by *June 1* and submit a FAFSA or Waiver, and Institutional Aid Application by *June 1*. These awards may continue for four years if the recipient maintains the qualifying cumulative grade-point average.

## Deans' Scholarships I and II

Deans' I Scholarships are \$3,000; Deans' II Scholarships are available in yearly grants of \$2,500. Students applying must have a cumulative grade-point average of 3.45-3.749, and for the Deans' I Scholarship must receive a recentered SAT score of 1,100 or above (or its equivalent), apply to APU for admission by *June 1*, and submit a FAFSA or Waiver, and Institutional Aid Application by *June 1*. These awards may continue for four years, if the student maintains the qualifying cumulative grade-point average.

## Directors' Scholarships

Directors' Scholarships are given to new and returning students who have a cumulative grade-point average between 3.0-3.449. Award amounts are given in correlation to SAT or ACT scores. Only SAT or ACT scores received while in high school, prior to enrollment at APU, will be accepted. Students must apply to APU for admission by *June 1* and submit a FAFSA or Waiver, and Institutional Aid Application by *June 1*. These awards may continue for four years, if the student maintains the qualifying cumulative grade-point average.

ACT	SAT	Award Amount	ACT	SAT	Award Amount
21	950-1,000	\$1,000	23	1,050-1,080	\$2,000
22	1,010-1,040	\$1,500	24	1,090+	\$2,250



## Science Scholars Scholarship

The university offers \$3,000 in yearly scholarships to students majoring in biology, chemistry, physics, and math. Scholarships are awarded through a competitive application process and may be continued over the course of four years. The student is expected to be involved in departmental undergraduate research each semester. Address inquiries to the Department of Biology and Chemistry.

## Stauffer Fellowships

APU awards two fellowships of \$1,500 each to incoming freshmen who have declared a Chemistry major or Biochemistry major (B.S.option). These fellowships are renewable for three years. Please address inquiries to James White, Ph.D., Department of Biology and Chemistry.

## Athletic Scholarships

Athletic scholarships are available to students who qualify to participate in a university athletic program (baseball, basketball, cross country, football, soccer, softball, tennis, track, and volleyball). Applicants must be interviewed and recommended by one of the university varsity coaches and a FAFSA or Waiver and Institutional Aid Application must be completed and received by the Office of Student Financial Services by *June 1* in order for this award to be processed. Grants may cover up to 100 percent of tuition.

## Music Scholarships

Music scholarships are available to students for participation in a variety of music groups. There are also awards for exceptional musical talent. Amounts range from \$200-\$3,000 per year. Auditions are required with the School of Music and a FAFSA or Waiver and Institutional Aid Application must be completed and received by the Office of Student Financial Services by *June 1* in order for this award to be processed.

## Drama/Forensics/Media Scholarships

Scholarships are available to students participating in APU's drama, media or forensics programs. Grants of \$200-\$500 per year are awarded to qualified students who submit a FAFSA or Waiver and Institutional Aid Application to the Office of Student Financial Services by *June 1* and audition with the director of the Drama Program, or are interviewed and recommended by the director of the Forensic Program.

## Sibling Scholarships

Sibling scholarships are available to two or more dependent undergraduate siblings who are attending APU as full-time students in the same year. Each sibling will receive a \$1,000 award, for up to four years. A FAFSA or Waiver and Institutional Aid Application must be completed and received by *June 1* in order to be eligible for this scholarship.

## APU Cal Grant

This \$1,000 scholarship will be awarded to students receiving a Cal Grant in the 2002-03 award year. Some students may not receive this grant due to CSAC regulations governing total grant aid that Cal Grant recipients can receive.

## Christian Workers' Discount for Missionaries', Pastors', and Christian Organization Workers' Dependents

To recognize those working in areas of ministry, discounts are awarded to undergraduate dependents of full-time foreign missionaries up to \$2,000 yearly, church pastors up to \$1,000 yearly, and other church and parachurch workers up to \$500 yearly. The student must submit a FAFSA or Waiver and Institutional Aid Application to the Office of Student Financial Services by *June 1*, and submit a Christian Workers' Discount application to the Office of Student Financial Services by *June 1*.

## **Celebrate Azusa Citizens Scholarship/Nancy Moore Scholarship**

Celebrate Azusa Citizens Scholarship is for students that currently attend Azusa or Gladstone High School and plan to enroll at APU. This scholarship is renewable, stackable, and open to incoming freshmen. Four students will be awarded up to \$5,000 per year based on financial need.

This scholarship was established to recognize the 15-year partnership that Nancy Moore, Associate Superintendent for Azusa Unified School District, developed with APU. Moore was instrumental in initiating a variety of youth education and community service programs. This scholarship will distinguish a student who displays Nancy Moore's dedication to education and community service. The Nancy Moore Scholarship is based on financial need and provides a \$5,000 grant to one incoming freshman from Azusa or Gladstone High School.

The application deadline is *March 1* for both above-listed scholarships.

Students must have applied and been admitted before *March 1*. They must reside in the Azusa Unified School District boundaries, have a Christian commitment, a passion for Azusa community service involvement, and proven leadership skills (e.g., volunteer work in the city of Azusa, cocurricular activities in high school, athletics, youth group, ASB, or other). They must maintain a GPA of 2.7 and give a minimum of 10 hours per week of community involvement through the Office of Community and Service Learning. Recipients must also take a minimum of 12 units each semester at APU. Contact the Office of Undergraduate Admissions for further details.

## **Financial Need Grant**

Grants of up to \$3,000 yearly (\$1,500 per semester) are awarded on a year-to-year basis, based on need as determined by the FAFSA, and subject to the *availability of funds*. Funds will be awarded to students who meet the March 2 priority deadline of submission of the FAFSA and Institutional Aid Application (IAA).

## **Multi-Ethnic Leadership Scholarship**

Scholarships are available to incoming students who want to participate in a Multi-Ethnic Leadership (MEL) Program at APU. The MEL Program is designed to expand diversity within the student leadership team at APU. Grants of \$4,000 are awarded to qualified students based on need as determined by the FAFSA. All applications are due by *March 1*.

## **Canadian Scholarship**

These scholarships are for Canadian undergraduate students who have been admitted and accepted into Azusa Pacific University. All scholarships are administered through the Office of International Student Services. This scholarship is renewable, stackable, and is open to incoming freshmen. Up to 20 Canadian students will be awarded this scholarship. This \$2,000 scholarship is awarded per year.

## **Alumni Teacher-Education Discounts**

Discounts of 20 percent are given to APU alumni who have earned a B.S. or B.A. from APU who enroll in teacher-education courses required for a teaching credential. Applications and a list of qualifying classes are available in the School of Education and Behavioral Studies.

## **Institutional Aid—Underwriting Organizations**

Some organizations contribute funds that are used to underwrite APU institutional aid. Among these foundations and corporations are the following:

- Ahmanson Foundation
- Farmers Insurance Group
- Fuller Foundation
- GenCorp
- George Mayr Foundation
- Hugh and Hazel Darling Foundation
- James Stamps Foundation
- LifeCare Foundation
- Lucile and Horton Howe Foundation
- Riverside Community Foundation

## **Financial Aid Policy for International, Study Abroad, and Off-Campus Programs**

Students participating in international and off-campus education programs approved by Azusa Pacific University for student participation (i.e., programs sponsored by APU or the Council for Christian Colleges & Universities [CCCCU]), during either the fall or spring semester:

- Will be charged standard, on-campus tuition; except for programs where the tuition is higher than at APU, in which case, the program's tuition will be charged.
- Will be eligible to receive their academic, institutional scholarship (Trustees', Trustees' Finalist, President's, Deans' or Directors') for only one semester of international or off-campus education programs (L.A. Term and High Sierra Great Works programs are not included in this limitation.).
- Will be eligible to receive federal, state, and other noninstitutional scholarships or fellowship funding for a maximum of two semesters of off-campus programs, limited to one semester per academic year.
- Only students participating in the Azusa Oxford Semester, L.A. Term, and High Sierra Great Works Semester will be eligible to receive the APU Cal Grant, Pastor/Missionary Grant, Need grant (up to \$1,000), and international students may qualify for an international scholarship.
- Will not be eligible to receive scholarships that require on-campus participation, e.g., athletics and music.

At this time, no institutional aid will be provided by APU for the CCCU-registered programs or other worthy international programs approved through the Study Abroad office. Federal, state, and other scholarship or fellowship funding will be available for the CCCU-registered programs and other programs approved by the Study Abroad office.

Since international programs sponsored or approved by Azusa Pacific University for student participation during the interterm and summer are developed specifically with the intent to assist students in supplementing and enriching their standard fall and spring semester education, and there is typically no financial aid available to assist with the cost of travel, the tuition is reduced to one-half of the standard summer school charge, except for programs where the tuition is higher than at APU, in which case the program's tuition will be charged.

All students participation in international educational study programs and registered through APU will be charged the additional International Health Fee.

Students participating in study abroad programs which are not sponsored or approved by either Azusa Pacific University or the Council for Christian Colleges & Universities will not be eligible to receive their academic, institutional scholarship (Trustees', President's or Deans', or Directors') or federal financial aid.

## **Outside Aid**

### **Church of God Student Aid**

This fund provides financial and moral support to Church of God students. Eligibility is limited to full-time students. Stipends are determined by a Church of God scholarship committee on the basis of funds available, financial need, and academic achievement. Awards may be made up to \$200.

### **Ebell of Los Angeles Scholarships**

Ebell of Los Angeles awards \$2,000 per year to Azusa Pacific University students with grade-point averages of 3.25 or better. Undergraduate students who are Los Angeles County residents, registered voters, and single are qualified applicants. The Ebell Scholarship Committee holds an annual Scholarship Program and Tea in the spring to honor the scholarship students. Both students and parents are invited to attend. The application deadline is *June 1*. The Office of Student Financial Services has the forms showing eligibility.

### **Reserved Officers' Training Corps (ROTC) Scholarship**

Air Force and Army Reserve Officers' Training Corps Scholarships are available to qualified applicants, including entering freshmen, on a competitive basis. Applicants for four-year scholarships for new students are due on *November 15* of the year prior to entrance. Further information is available from the Aerospace Studies Department, Health and Physical Education Building, California State University, 5500 University Parkway, TO-122, San Bernardino, (909) 880-5440, and the Military Science Department, Bauer Center South, Room 101, Claremont McKenna College, Claremont, CA 91711 (909) 621-8102.

### **TELACU Scholarship**

The TELACU Scholarship is funded by the TELACU Foundation and is matched by Azusa Pacific University. A total amount of \$3,000 is offered to selected recipients. The scholarships are offered to first-generation college students who are permanent residents of the county of Los Angeles. Recipients must come from a low-income family, be a full-time undergraduate student, and a United States citizen or permanent resident. The GPA minimum is 2.5, and applications are due *April 7th, 2003*.



# Academic Policies



<b>Reservation of Rights</b>	<b>54</b>	<b>Incomplete Grades</b>	<b>58</b>	<b>Independent Study</b>	<b>60</b>
<b>Academic Integrity</b>	<b>54</b>	<b>Attendance Regulation</b>	<b>58</b>	<b>Withdrawal from Courses</b>	<b>61</b>
<b>Course Numbering System</b>	<b>55</b>	<b>Repeated Courses</b>	<b>58</b>	<b>Withdrawal from the University</b>	<b>61</b>
<b>Academic Calendar</b>	<b>56</b>	<b>Examinations</b>	<b>58</b>	<b>Student Records Policy</b>	<b>62</b>
<b>Late Registration</b>	<b>56</b>	<b>Normal Progress Toward a Degree</b>	<b>58</b>		
<b>Adds/Drops</b>	<b>56</b>	<b>Classification of Students</b>	<b>58</b>		
<b>Closed Class Policy</b>	<b>56</b>	<b>Graduate Courses Taken by Undergraduate Students</b>	<b>59</b>		
<b>Credit Hours</b>	<b>56</b>	<b>Academic Probation and Academic Dismissal</b>	<b>59</b>		
<b>Study Load</b>	<b>56</b>	<b>Reapplication after Academic Dismissal</b>	<b>60</b>		
<b>Concurrent Enrollment Policy</b>	<b>57</b>				
<b>Auditing</b>	<b>57</b>				
<b>Grading</b>	<b>57</b>				

## Reservation of Rights

Azusa Pacific University reserves the right to change any of its policies without prior notice, including, but not limited to: tuition, fees, unit-value per course, course offerings, curricula, grading policies, graduation and degree requirements, and admissions standards and policies. The university further reserves the right to refuse admission to any applicant at the discretion of the dean or the Admissions Committee and to disqualify, discontinue, or exclude any student at the discretion of the dean, faculty, administration, or Ethical Standards Committee.

This catalog supersedes all previous catalogs. The policies expressed in this catalog and each subsequent catalog will be controlling regardless of any policies stated in a previous catalog received by the student upon his or her admission. However, there are exceptions in certain cases regarding course requirements. (See "Requirements for Graduation," p. 66.)

This catalog and each subsequent catalog are supplemented by the rules and regulations stated in the Student Handbook and appropriately posted bulletin board notices. Where conflict exists between any of these sources, the most recent rule, regulation, or policy will be controlling.

## Academic Integrity

The maintenance of academic integrity and quality education is the responsibility of each student at Azusa Pacific University. Cheating or plagiarism in connection with an academic program is an offense for which a student may be expelled, suspended, or given a less severe disciplinary action. Academic dishonesty is a serious offense which diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system.

Academic dishonesty includes:

**Cheating:** Intentionally using or attempting to use unauthorized material, information, or study aids in any academic exercise

- Students completing any examination should assume that external assistance (e.g., books, notes, calculators, and conversations with others) is prohibited unless specifically authorized by the instructor.
- Students may not allow others to conduct research or prepare work for them without advance authorization from the instructor.
- Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.

**Fabrication:** Intentional falsification or invention of any information or citation in an academic exercise

**Facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty

**Plagiarism:** Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise

## Course Numbering System

Courses are identified by a departmental abbreviation, followed by a three-digit course number. The course number indicates: 001-099, remedial (no credit toward any degree); 100-299, lower division; 300-399, upper division; 400-499, upper division or graduate; 500-899, graduate courses; and 900-999, continuing education courses.

The course abbreviations are as follows:

ACCT	Accounting	HUM	Humanities (General Studies)
ADP	Accelerated Degree Program	IBUS	International Business
ART	Art	JAPA	Japanese
AT	Athletic Training	LDRS	Leadership Studies
BCLM	Business and Christian Leadership Management	MATH	Mathematics
BIOL	Biology	MCIS	Management and Computer Information Systems (Accelerated Degree Program)
BLNG	Biblical Languages	MISS	Management Information Systems (Accelerated Degree Program)
BMGT	Business Management (Accelerated Degree Program)	MKTG	Marketing
BNRS	Nursing (Accelerated Degree Program)	MUS	Music
BUSI	Business and Management	OXUN	Oxford Program
CBA	Cinema and Broadcasting Arts	PE	Physical Education
CHEM	Chemistry	PHIL	Philosophy
CHIN	Chinese	PHYC	Physics
CISS	Computer Information Systems (Accelerated Degree Program)	PNRS	Pre-Nursing
CMIN	Christian Ministries	POLI	Political Science
COMM	Communication Studies	PSYC	Psychology
CS	Computer Science	REC	Recreation
CSA	College Student Affairs	SOC	Sociology
EDUC	Education	SOCW	Social Work
ENGL	English	SPAN	Spanish
FIN	Finance	TEP	Teacher Education Program
FREN	French	TESL	Teaching English to Speakers of Other Languages
GERM	German	THEO	Theology
GLBL	Global Studies	UBBL	Biblical Studies
HDEV	Human Development (Accelerated Degree Program)	UNRS	Nursing
HIST	History	WEB	Web and Information Technology



## Academic Calendar

The academic year is divided into fall and spring semesters followed by two six-week summer sessions. Each year, the university publishes a special bulletin containing information about course offerings, tuition fees, and other details pertinent to these terms of study.

## Late Registration

Students who are unable to register during the regular registration period may register late. Late registrants may be severely limited in arranging their programs because many classes may be closed. A \$125 late registration fee will be charged. The last day to register each semester is announced in the Class Schedule and the Academic Calendar. Late admission (after the first day of class) into a language course is dependent upon the instructor's approval.

## Adds/Drops

The add/drop period allows students to make changes to their class schedules. It is strongly recommended that students work with their academic advisor to ensure that they are on track to meet their degree requirements.

1. The add/drop period begins on the first day of classes in the fall/spring semester. The length of the period is eight working days. The add/drop period for summer terms is listed in the class schedule.
2. Students may change their class schedules without penalty during the add/drop period.
3. Students may make changes to their schedules by filling out an add/drop form and returning it to the Office of the Registrar to make the changes. To add a closed class, a student must obtain a completed Instructor Permission form from his/her instructor and return it with the add/drop form to the Office of the Registrar.
4. Each student is responsible to make sure that his/her schedule is correct.

## Closed Class Policy

An instructor may drop a student from his/her class after two hours of nonattendance during the add/drop period to allow another student to add the closed class. Students are responsible for dropping their classes if they stop attending or they will receive a failing grade.

## Credit Hours

Semester credit is generally determined on the basis of the Carnegie System, which awards one unit of credit for each 50-to-55-minute class session per week. However, the nature of the course will determine the number of class contact hours. Emphasis will be given to achieving course objectives.

## Study Load

The maximum study load recommended by the university is 17 units per semester. However, upon approval of the registrar, a student may take additional units above the maximum study load. Approval for additional units is usually given only to students with a 3.45 grade-point average or higher who have completed 28 units.



## Concurrent Enrollment Policy

Students wishing to take courses at another institution while enrolled at APU should obtain prior approval from the registrar. Without written prior approval from the registrar, transfer credits may be denied.

## Auditing

A student may apply to the instructor for permission to audit a class. The student must meet university entrance requirements and pay the audit fee, which is one-half the regular course fee. A student may not change from an audit classification to obtain credit after the last date to change the registration, nor change from credit to audit after the sixth week of instruction.

## Grading

Grades are based on daily work, classroom projects, and examinations. Scholarship is ranked as follows: *A*, exceptional; *B*, superior; *C*, average; *D*, poor; *F*, failure; *I*, incomplete; and *W*, withdrawal. For each credit in which the student is enrolled, points are awarded according to the grade earned as follows:

Grade <i>A</i>	4.0 points	Grade <i>C+</i>	2.3 points	Grade <i>D-</i>	0.7 points
Grade <i>A-</i>	3.7 points	Grade <i>C</i>	2.0 points	Grade <i>F</i>	0 points
Grade <i>B+</i>	3.3 points	Grade <i>C-</i>	1.7 points	Grade <i>W</i>	0 points
Grade <i>B</i>	3.0 points	Grade <i>D+</i>	1.3 points		
Grade <i>B-</i>	2.7 points	Grade <i>D</i>	1.0 point		

## Incomplete Grades

The grade "*Incomplete*" (*I*) is given only under special circumstances. An *I* grade may be given upon recommendation of the professor with the permission of the appropriate academic dean. To obtain an incomplete, the student must fill out the official incomplete form available from the Office of the Registrar. An incomplete may be granted for up to 12 weeks from date of issue. Petition for extension beyond the 12 weeks will be subject to review by the faculty member and the appropriate academic dean. An incomplete, submitted without the incomplete form, or not made up within the allotted period, will automatically become an *F*.

## Attendance Regulation

Class attendance is of paramount importance, and excessive absences will affect the final grade. The individual instructor defines for the student the grading and attendance policies for each class in the course instruction plan.

## Repeated Courses

Students may repeat courses at Azusa Pacific University. All grades will remain on record but only the most recent will be calculated into the student's grade-point average. The units will be counted for credit only once, which may impact financial aid and/or athletic eligibility. Students may not repeat a course more than twice. The repeat policy is not in effect if the repeated class is taken at another institution.

## Examinations

Final examinations are required in all courses. No final examination shall be given to individual students before the regularly scheduled time. No exception can be made to this rule without the written approval of the instructor, the department chair, and the appropriate academic dean.

## Normal Progress Toward a Degree

The minimum number of credits for a bachelor's degree is 126. Twelve (12) units per semester constitute a minimum full-time load and normal progress toward a degree. However, the student should be aware that to complete a bachelor's degree in four years, an average of 16 units per semester is needed.

## Classification of Students

A full-time student may be defined as one taking a minimum academic load of 12 units each semester. The following system for student classification is used by the university:

Freshman	0-27 units
Sophomore	at least 28 units
Junior	at least 60 units
Senior	at least 90 units

Senior classification does not ensure graduation. All requirements for a degree must be satisfactorily met in order to graduate.

Freshmen and sophomores have lower-division standing. Juniors and seniors have upper-division standing.



Unclassified students are those admitted to the university program on a provisional basis and/or those who are not registered in a degree credit program. Each student will receive special attention.

## **Graduate Courses Taken by Undergraduate Students**

An undergraduate student may enroll in a graduate course only if:

- The student is a senior with a cumulative GPA of 3.30 or higher.
- The department chair of the student's major approves.
- The request is submitted with the form provided by the Office of the Registrar.

A qualified undergraduate student is not limited in the number of graduate courses that they may take.

Graduate courses taken by an undergraduate student may not apply toward an APU graduate degree unless the grade received in the graduate course is 3.0 or higher. No more than eight units earned as an undergraduate student may be counted toward an APU graduate degree. Some departments may allow fewer units to be counted. A student who will be applying to an APU graduate program should obtain information from the appropriate department before taking graduate courses.

## **Academic Probation and Academic Dismissal**

Students will be placed on academic probation for either of these two reasons:

1. Students who do not maintain a cumulative 2.0 grade-point average in all course work at APU will be placed on academic probation.
2. Students whose semester grade-point average falls below 2.0 for two consecutive semesters at APU will be placed on academic probation.

Students placed on academic probation will not be allowed to register for more than 14 units during any subsequent terms until they are removed from academic probation. Students on academic probation who do not attain a 2.0 grade-point average during the probationary term or do not meet stipulated requirements placed on them by the Admissions Committee will be dismissed for a semester or more.



## **Reapplication after Academic Dismissal**

A student who has been dismissed for academic reasons may petition to return to APU for the following semester through the Office of Academic Advising Services. The petition must state:

1. Intentions to maintain acceptable academic standing
2. Strategies for probable success

If the petition to return is approved by committee, the student's probationary status will be monitored regularly thereafter by the Office of Academic Advising Services to ensure that the student is making satisfactory progress in remedying grade deficiencies. Failure to maintain a 2.0 grade-point average at this point will result in permanent disqualification from further study at APU.

A student who has been academically dismissed and did not petition to return for the following semester, should apply to re-enroll through the Office of Undergraduate Admissions (or Office of International Student Services if the student is an international student) for readmission to APU. Re-enrollment is not guaranteed and the student's file will be reviewed by the Admissions Committee.

## **Independent Study**

An undergraduate upper-division student who has a minimum cumulative GPA of 2.5, may receive credit for a maximum of nine independent study units to be applied toward a degree program. No more than four units may be applied toward one project, except in the case of a course tutorial. A maximum of nine independent study units may be taken during one academic term.

To request an independent study course for any given semester, the student should begin planning the study during advising and must submit a completed Independent Study Application to the Office of the Registrar by the last day to add/drop a course (see Academic Calendar in the Class Schedule for the specific date).

The application must include:

- Completed Independent Study Course Application form
- A proposal written in consultation with the supervising or mentoring instructor
- Signed approval of the instructor, department chair, and dean of the appropriate school or college

The Independent Study Application is subject to the review of the assistant provost and the Education Council.

The student pays an additional fee of \$125/unit for independent study courses. The student may apply for a scholarship to cover the fee for "Directed Research" or a "Thesis/Project." For information, the student should see the dean of the respective school or college.

The faculty instructor who covenants to participate in undergraduate independent study will receive \$125/unit, even if the student withdraws after the fees have been collected.

## **Withdrawal from Courses**

A student may withdraw from class without grade penalty at any time after the Add/Drop period throughout the 10<sup>th</sup> week of the semester. The student must secure the appropriate form from the Office of the Registrar and obtain a signature of approval from the professor. The student will receive a *W* (withdrawal) grade in that course. A student who never attends or stops attending a course for which he or she is officially registered without following the accepted procedures will receive an *F* grade in that course. A student who wishes to initiate withdrawal after the deadline may do so by filing a special petition using the Academic Petition form available in the Office of the Registrar. Professor approval for withdrawal after the deadline will be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Petitions must be signed by the professor of the course in question and the department chair prior to submission to the registrar. No financial adjustments are made. (See "Refund Policy" under Financial Information, p. 38.)

## **Withdrawal from the University**

A student who, for any reason, finds it necessary to withdraw from the university during the course of the semester must do so through the Offices of Community and the Registrar. The student must complete the exit interview process and the University Withdrawal form. Failure to comply with these regulations will mean that failing grades will be entered on the student's record and dismissal will be recorded as dishonorable. (See "Refund Policy" under Financial Information, p. 38.)

## **Withdrawal from University After Disciplinary Action**

In matters of disciplinary action resulting in suspension or dismissal from the university, a written statement will be sent from the dean of students informing the student of the action. The dean of students will also notify the Office of the Registrar regarding the student's status and authorize proper withdrawal from classes. Dismissed students will not receive tuition refunds except by administrative action.

## **Honorable Dismissal**

In order to qualify for an honorable dismissal, the student must be free from financial obligations to the university and disciplinary action, and have participated in the exit interview process. Academic disqualification does not constitute dishonorable dismissal.

## **Leave of Absence**

Undergraduate students may request to take a leave of absence from enrollment in classes for up to two semesters. Requests for a leave should be made to the chair of their major department and require university approval. Forms are available from the Office of the Registrar and must be completed prior to the student's absence from the university. Failure to complete the required form, or to re-enroll at the end of the approved leave, will result in the student having to reapply to the university and comply with any applicable changes in admissions, financial aid, and degree requirements.

## **Student Records Policy**

The Family Educational Rights and Privacy Act of 1974, known as the Buckley Amendment or FERPA, provides that students shall have the right of access to their educational records; and educational institutions shall not release educational records to nonschool employees without consent of the student. "Students" as used in this notice includes former students.

## **Release of Transcripts**

Transcripts of Azusa Pacific University course work are available approximately four weeks after the completion of courses. Requests can be made in writing and should include the following information: location of classes taken, the last semester attended, where the transcript is to be sent, date of graduation (if applicable), Social Security number, and personal signature. The fee is \$5 per copy. An Azusa Pacific University Transcript Request form is available for student convenience. Transcripts, diplomas, and/or verifications of degrees will not be released until all financial obligations to the university are met.

## **Right of Access**

With a few exceptions provided by law, students at Azusa Pacific University may see any of their educational records upon request. In general, access will be granted immediately upon request to the record custodian, but if delay is necessary, access must be granted no later than 45 days after request. Students further have the right, under established procedures, to challenge the factual accuracy of the records and to enter their viewpoints in the records. Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. Azusa Pacific University may not require students to sign a waiver of their right of access to their records, but students should be aware that recommendations and evaluations may not be very helpful or candid without a signed waiver.

## **Disclosure of Student Records**

With certain exceptions provided by law, Azusa Pacific University cannot release information concerning students to prospective employers, government agencies, credit bureaus, etc., without the written consent of the student. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the university with written permission to release specific records and to which parties the releases should be made.

The student's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes. Unless a student has submitted credible evidence of nondependency, parents requesting information may generally be granted access upon submission to the university of an affidavit or other evidence of federal income dependency.

The university has designated the following categories as directory information, which may, at the university's discretion, be released to the public without consent of the student: student's name and maiden name, address, telephone number, date and place of birth, major field of study and courses taken, participation in officially recognized activities and sports, weight and height (of members of athletic teams), dates of attendance, degrees and awards received, all previous educational agencies or institutions attended, current class schedule, employer, church membership, photographs, and parents' names, addresses, and telephone listings.

It is the general policy of the university not to release directory information regarding its students unless, in the judgment of the appropriate record custodian or other officials with record access, such release either serves a legitimate educational purpose or is not adverse to the interests and privacy of the student. However, the student may request that certain categories of directory information not be released to the public without his/her written consent. Such requests shall be submitted in accordance with the student records policy of the university.

This notice is not intended to fully explain students' rights under FERPA. The Office of the Registrar maintains copies of the official Azusa Pacific University Student Records Policy, which contain detailed information and procedures with regard to these rights. Students may obtain a copy of the written policy upon request to the Office of the Registrar, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000. Any student alleging failure of the university to comply with FERPA may file a complaint with the Family Education Rights and Privacy Act Office (FERPA), United States Department of Education, 4511 Switzer Building, 330 C St. SW, Washington, DC 20201.





# Academic Programs



<b>Degree Programs</b>	<b>66</b>	<b>General Studies Program</b>	<b>70</b>	<b>International and Off-Campus Programs</b>	<b>83</b>
<b>Guidelines for the Double Major</b>	<b>66</b>	<b>General Studies Requirements</b>	<b>70</b>	<b>APU-Sponsored Programs</b>	<b>84</b>
<b>Guidelines for Additional Degrees</b>	<b>66</b>	<b>Skills and University Requirements</b>	<b>71</b>	<b>Council for Christian Colleges and Universities-Sponsored Programs</b>	<b>86</b>
<b>Requirements for Graduation</b>	<b>66</b>	<b>Integrative Core Courses</b>	<b>72</b>	<b>Air Force Reserve Officers' Training Corps (AFROTC)</b>	<b>90</b>
<b>Commencement</b>	<b>68</b>	<b>Honors Program</b>	<b>77</b>	<b>Army Reserve Officers' Training Corps (ROTC)</b>	<b>90</b>
<b>Participation in Commencement</b>	<b>68</b>	<b>Academic Advising</b>	<b>78</b>	<b>Correspondence Course Credit</b>	<b>91</b>
<b>Honors at Commencement</b>	<b>68</b>	<b>The Learning Enrichment Center</b>	<b>79</b>	<b>Preprofessional Programs</b>	<b>91</b>
<b>Honor Societies</b>	<b>69</b>	<b>The Writing Center</b>	<b>82</b>		
<b>Degree Posting Dates</b>	<b>70</b>	<b>The International Center (IE)</b>	<b>82</b>		

## Degree Programs

The Bachelor of Arts degree is offered with majors in art, athletic training, biblical studies, biochemistry, biology, business administration, chemistry, Christian ministries, Cinema and Broadcast Arts, communication studies, computer information systems, English, global studies, history, liberal studies, natural science, mathematics, math/physics, music, philosophy, physical education, political science, psychology, social science, sociology, Spanish, and theology.

The Bachelor of Science degree is offered with majors in accounting, applied health, biochemistry, biology, chemistry, computer science, finance, information technology, international business, marketing, mathematics, nursing, physics, and Web and information technology.

The Bachelor of Social Work (BSW) degree is offered to social work majors.

### Guidelines for the Double Major

Normally, a student meets graduation requirements for a degree in one of the major departments. However, it is permissible for a student to be granted a B.A. or B.S. degree with two majors if the following conditions are met:

1. Students must complete all of the required courses listed in the catalog for both majors.
2. Not more than six upper-division courses may be common to both majors (excluding general studies requirements).
3. Twenty-four units must be unique to the second major, of which at least 18 units must be upper division.

### Guidelines for Additional Degrees

Azusa Pacific University will award two Bachelor of Arts degrees, two Bachelor of Science degrees, or a Bachelor of Arts and a Bachelor of Science degree under the following conditions:

1. Candidates for additional degrees must meet the University Residence policy.
2. A minimum of 156 units is required for the two degrees.
3. Students must complete all of the required courses listed in the catalog for both degrees.
4. Not more than six upper-division courses may be common to both degrees (excluding general studies requirements).
5. Thirty units must be unique to the second degree, of which at least 18 units must be upper division.
6. General Studies courses completed for one degree may be applied toward the second degree.

The registrar shall be the arbiter when questions of interpretation arise concerning courses from other colleges and universities, lower-division transfer requirements, major requirements, and other questions involving additional degrees.

## Requirements for Graduation

The minimum unit requirement for the B.A. or B.S. degree is 126 (some majors require more than the minimum number of units be completed). **Units for MATH 001, MATH 090, MATH 091, MATH 095, MATH 096, and ENGL 099 do not count toward the 126 units required for graduation.** All students must earn a minimum cumulative grade-point average of 2.0 in all university work attempted. Transfer students must also earn a minimum cumulative grade-point average of 2.0 in work completed at Azusa Pacific University. Some departments/ schools also have a minimum cumulative grade-point average for major courses.

## Security Interest in Student Records

A student may neither graduate nor receive any diploma, grades, certificates, transcripts, or letters of recommendation until all financial obligations (including student loans wherein collections are administered by the university) have been satisfied in accordance with policies described under "Financial Information." Any diploma, certificates, grades, transcripts, or letters of recommendation shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to or subsequent to any default by the debtor shall not be considered a binding precedent or modification of this policy.

## Residence

To earn an Azusa Pacific University undergraduate degree, the following units must be earned at APU:

- At least 30 total semester units
- Eighteen of the last 24 units counted toward the degree (Adjustments are made for Study Abroad students. For information, see the Office of Registrar.)
- At least 15 upper-division units in the major field
- At least 50 percent of the units in the minor field, concentration, or emphasis (if any)

Neither transfer credit (including correspondence courses) nor credit by examination (CLEP, AP, IB) may be used to fulfill the above residence requirement.

All transfer course work (including correspondence courses and credit by exam) must be completed by the withdrawal date of the semester of the intended commencement participation date.

## Student Ministry

All candidates for graduation must have completed 120 credits of ministry approved by the Office of Ministry and Service (MAS). This requirement is prorated for transfer students. Fifteen credits will be fulfilled through CMIN 108 Foundations of Ministry.

## Application for Graduation – Intent to Graduate

Graduation is not automatic upon completion of all course work. Students who intend to graduate must complete an Intent to Graduate form and file it with the Office of the Registrar at least 90 days prior to commencement. The commencement dates are listed in the class schedule.

A degree is granted based on the completion of all requirements. In the event that a student does not complete all requirements for the degree as indicated on the Intent to Graduate form, he or she must complete those requirements within two years of the filing date. If the remaining requirements for the degree, as stated on the Intent to Graduate form, are not completed, the student will be subject to policies governing reentering students.

## Selection of Catalog for Determining Degree Requirements

An undergraduate student remaining in attendance in regular session at Azusa Pacific University may elect to meet the graduation requirements in effect at Azusa Pacific University either at the time the student began attending (catalog at first registration) or the requirements outline at the year of graduation (current catalog). Students may elect a newly created major at any point in their attendance at Azusa Pacific University, but will be held to the graduation requirements of the catalog at first registration or the requirements outline at the year of graduation. Substitutions for discontinued courses may be authorized or required by the major department or appropriate school. A student has seven years from the date of his or her first registration at Azusa Pacific University to complete his or her degree under the catalog in effect at the date of first registration. Students who

continue in attendance beyond the seventh year may elect to meet the graduation requirements of the catalog in effect in the eighth year of attendance or the catalog in effect at the year of graduation.

"In attendance" is defined as enrollment in at least 12 units for one semester within a 12-month period. An approved leave of absence shall not be considered an interruption in attendance. If a student is not in attendance for more than two consecutive semesters and then reenters the university, the student is subject to the graduation requirements at the time of reentering.

## Commencement

Undergraduate commencement exercises are held at the end of the fall and spring semesters and after the second summer term.

The university president, by the authority of the trustees and on recommendation of the faculty, awards the degrees.

Details regarding the exercises are mailed to prospective participants four to six weeks prior to commencement.

## Participation in Commencement

A student may participate in commencement exercises only if the degree work has been completed or is in process concurrently at another institution, and will be completed in the graduating term. Concurrent enrollment is limited to 17 units, with a maximum of 6 units being completed at another institution. (The student must receive prior approval from the Office of the Registrar for concurrent enrollment, including correspondence courses.) Correspondence courses must be completed prior to the day of commencement.

In order to participate in the commencement exercises, all financial obligations to the university must be met.

## Honors at Commencement

### Latin Honors

Qualifying students may graduate with the following honors: *summa cum laude*, *magna cum laude*, or *cum laude*. Criteria for these honors include the following:

1. Complete a minimum of 60 units of course work at Azusa Pacific University for traditional undergraduate students; 40 units for Accelerated Degree Program undergraduate students.
2. Grades received for correspondence and transfer classes do not count toward the calculation of these honors.
3. GPA requirements:
  - A minimum 3.90 GPA is needed in all APU course work to be considered for *summa cum laude*.
  - A minimum 3.80 GPA is needed in all APU course work to be considered for *magna cum laude*.
  - A minimum 3.60 GPA is needed in all APU course work to be considered for *cum laude*.

### **Who's Who Among Students in American Universities and Colleges**

Each year, a committee nominates deserving students for listing in the national publication *Who's Who Among Students in American Universities and Colleges*. This distinction is awarded on the basis of scholarship, leadership, and potential for future success.

## Honor Societies

### Alpha Chi

Alpha Chi is a general coeducational honor society that encourages sound scholarship and devotion to truth. Outstanding scholarship is the primary requisite for membership, but good character and reputation are considerations. Active membership is restricted to not more than the top-ranking 10 percent of the junior and senior classes. The APU chapter, California Gamma Chapter 97, was chartered in 1969.

### Lambda Pi Eta Communications Honor Society

Lambda Pi Eta is the official honor society of the National Communication Association and a member of the prestigious Association of College Honor Societies. Each member must maintain an exceptional grade-point average, be included in the top 35 percent of their graduation class, and display a commitment to the field of communication. The organization promotes outstanding scholastic achievement in communication studies and explores professional options.

### Phi Alpha Social Work Honor Society

Eta Iota is the local chapter name of the National Phi Alpha Social Work Honor Society. The purpose of Phi Alpha is to provide a closer bond among social work students and promote humanitarian goals and ideals. Phi Alpha fosters high academic standards for social work students and invites into membership those who have attained excellence in scholarship and service. To qualify for membership, a candidate must:

- Be a declared social work major.
- Have senior status.
- Have at least 90 semester hours of general and department course work.
- Exhibit both personal and professional integrity.
- Possess a minimum grade-point average of 3.6.

### Pi Lambda Theta International Education Honor Society

Pi Lambda Theta, founded in 1910, is an international honor society in education, whose mission is to promote academic excellence and provide leadership for the profession.

### Psi Chi

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests, and who meet the minimum qualifications. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS). APU became a Psi Chi chapter in 2000.

### Sigma Tau Delta International English Honor Society

Alpha Epsilon Tau is the local chapter of Sigma Tau Delta International English Honor Society. The society exists to:

- Confer distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies.
- Promote literary awareness on campuses and in the surrounding community.
- Foster the discipline of English in all its aspects, including creative and critical writing.
- Encourage dialogue and scholarly reflection on faith and literature.
- Provide opportunities for fellowship within the English department.

To qualify for membership, the candidate must be an English major or minor, have completed three semesters of college work with a *B+* average in English classes, and a minimum GPA of 3.3 or higher.

## **Sigma Theta Tau International Honor Society in Nursing**

Sigma Theta Tau, the only honor society of nursing in the world, is committed to fostering excellence, scholarship, and leadership in nursing to improve health care worldwide.

Students in baccalaureate nursing programs may qualify for membership after completing half of the nursing curriculum, ranking in the upper 35 percent of their graduating class, and achieving a minimum grade-point average of 3.0.

All potential applicants must meet the expectation of academic integrity and obtain at least two endorsements for membership.

## **Degree Posting Dates**

The university posts bachelor's degrees three times each year, regardless of the specific date when all work is completed. All degree requirements must be met prior to the posting date. The three posting dates are at the end of the regular fall semester (approximately December 15), the end of the regular spring semester (approximately May 5), and the end of the summer sessions (approximately July 31). By petition, completed degrees may be posted on the 15<sup>th</sup> of a month other than those listed above in this section.

## **General Studies Program**

Each student graduating from APU completes 58-66 (average of 64) units of general studies courses. The number of units required is determined by whether a student enters as a freshman or as a transfer student, and by the year that the student begins course work at APU. Current students seeking to transfer course work from other colleges and universities must verify with the registrar that those courses will be accepted for general studies credit. The policy for transferring credits to meet general studies requirements is available in the Office of the Registrar.

## **Information for Transfer Students**

Students transferring in to Azusa Pacific University may have some of their general studies requirements met by classes taken at their previous institution(s). Additionally, the unit requirements for the God's Word and the Christian Response and the upper-division general studies course work may be adjusted, depending on the number of units the student transferred in to APU. Further information about these adjusted requirements is located in the Transfer Applicants section of this catalog.

The evaluation of a student's transfer work is done by Office of the Registrar. All students are encouraged to work with the Office of the Registrar and with their academic advisor to determine their general studies requirements.

## **General Studies Requirements**

APU's General Studies Requirements include *Skills and University Requirements* and six *Integrative Core Requirements*, which include elective unit requirements. Of the courses taken to fulfill these requirements, at least 18 units must be courses at the 300 or higher level. All of these requirements must be met by approved classes. Please note that elective unit requirements may be fulfilled by designated "elective" or "core" classes.

All courses approved to satisfy general studies requirements are identified in the Class Schedule and are included on the list of approved general studies courses. This list is found in the Office of the Registrar and in the Office of Academic Advising. Additional courses may be approved in the future. Students are encouraged to take their general studies courses throughout all their years at APU.

Even though students work closely with a faculty advisor in determining their general studies requirements, the responsibility of fulfilling these general studies requirements is solely that of the student. For further information, please see the Office of the Registrar and/or the Office of Academic Advising.

### Skills and University Requirements

ENGL	110	Freshman Writing Seminar* (required first semester)	3
MATH	110	College Algebra*	3
— or —			
MATH	115	Analytical Inquiry*	3
— or —			
MATH	120	Contemporary Mathematics*	3

\*Placement into the above Math and English courses is determined by transfer work, SAT/ACT scores, or diagnostic exams. Scoring below the minimum proficiency on any or all of these exams will result in required enrollment in ENGL 099 (for Reading), ENGL 100 (for Writing), and/or the appropriate prerequisite math course(s).

Foreign language\*\* 8

Choose from the following:

CHIN	101/102	Chinese	4,4
SPAN	101/102	Spanish	4,4
FREN	101/102	French	4,4
GERM	101/102	German	4,4
JAPA	101/102	Japanese	4,4
BLNG	204/205	Greek	4,4
BLNG	424/434	Hebrew	4,4

\*\*Two semesters of the same language is required. Foreign language proficiency may be validated by APU's Modern Languages Department's placement test or AP/CLEP scores. International students are able to fulfill this requirement by enrolling in and successfully passing the TESL 101 and TESL 102 classes.

APU will accept transfer units, including American Sign Language (ASL I/II), for the foreign language requirement if those courses qualify for transfer credit and if they document a full collegiate academic year of language study. All language transfer courses must entail a minimum of 3 units per semester and be completed at an accredited institution of higher education.

CSA	101	Beginnings (required first semester)	1
COMM	111	Public Communication	3
PE	XXX	Fitness for Life or Varsity Sport (concurrent enrollment with PE 240)	1
PE	240	Health Education (concurrent enrollment with Fitness for Life)	2

Upper-Division Writing Intensive Course 3

Choose from the following:

ART	356	History of Modern Art	3
AT	495	Research Methods (effective F '00)	4
BIOL	320	Ecology	4
BIOL	465	Clinical Research/Practicum in Applied Health (effective F '98)	4
BUSI	370	International Business (formerly BUSI 440)	3
BUSI	405	Business Report Writing	3
CHEM	320/330	Instrumental Analysis and Lab	3/1
COMM	375	Writing for TV, Radio, Film (effective F '97)	3
COMM	410	Advanced Journalistic Writing	3
COMM	420	Conflict Management	3



EDUC	405	Diversity in the Classroom (effective F '97)	3
ENGL	377	Shakespeare	3
ENGL	406	Composition: Pedagogy, Theory, and Practice	3
GLBL	315	Urban Explorations	3
MATH	480	Math Reading, Writing, and Presentation	3
MUS	352	Baroque, Classical, and Early Romantic Music	3
PE	320	History and Principles of Physical Education	3
PE	406	Sociology of Sport	3
PHIL	340	Concepts of Human Nature	3
POLI	300	Research and Writing	3
PSYC	362	Research Methods in Psychology	4
SOC	479	Social Research Project	3
SOCW	351	Child Welfare (beginning F '97)	3
SOCW	479	Social Work Research Project (effective F '01)	3
THEO	363	Contemporary Christian Thought (prior to F '99)	3
THEO	410	Practical Theology—Practicum II (effective SP '98)	3
THEO	420	Christian Apologetics	3
UBBL	430	Johannine Literature	3
UBBL	450	Ancient Near Eastern History	3
UBBL	476	Women in the Biblical Tradition	3
UNRS	305	Family Theory	3
UNRS	400	Advanced Practice: Professional Studies and Communication Skills (for ADN to MSN program students only)	3

### **Integrative Core Courses Requirements**

The following subheadings list the core subject areas, the number of units required for the area, and the course options. Additional courses may be approved at a later date.

#### **Aesthetics and the Creative Arts**

**3 units required**

ART	100	Exploring the Visual Arts	3
ART	150	Introduction to Art	3
ART	310	Fundamental Art Experiences	3
ART	354	Ancient Art History	3
ART	355	Medieval/Renaissance Art History (formerly Art History—Magic to Reason)	3
ART	356	History of Modern Art	3
ART	357	Contemporary Art Trends	3
ART	403	Multicultural Art	3
MUS	120	Music Fundamentals	3
MUS	121	Music Theory I	3
MUS	250	Music and Civilization	3

<b>Heritage and Institutions</b>			<b>6 units required</b>
Philosophy Component			3
Choose one of the following:			
PHIL	210	Philosophical Foundations of Western Thought	3
	<b>— or —</b>		
PHIL	220	Introduction to Philosophy	3
History and Political Science Component			3
Choose one of the following:			
HIST	120	World Civilizations to 1648	3
HIST	121	World Civilizations since 1648	3
HIST	151	U.S. History to 1865	3
HIST	152	U.S. History since 1865	3
POLI	150	American Government	3
POLI	160	Introduction to Politics	3
<b>Identity and Relationships</b>			<b>3 units required</b>
PHIL	340	Concepts of Human Nature	3
PSYC	110	General Psychology (beginning F '97)	3
PSYC	225	Personal and Social Adjustment	3
PSYC	290	Human Growth and Development	3
SOC	120	Introduction to Sociology	3
SOC	230	Comparative Family Systems	3
SOCW	310/311	Human Behavior in the Social Environment I and II (beginning F '00)	3/3
<b>Language and Literature</b>			<b>3 units required</b>
ENGL	111	Introduction to Literature	3
ENGL	324	World Literature to Renaissance	3
ENGL	334	World Literature since the Renaissance	3
ENGL	344	American Literature to 1865	3
ENGL	354	American Literature since 1865 (GS elective until F '01)	3
<b>Nature</b>			<b>4 units required, lab required</b>
BIOL	101	Fundamentals of Biology	4
BIOL	151	General Biology I (formerly BIOL 111)	4
BIOL	325	Humans and the Environment (beginning SP '99)	4
CHEM	101	Introduction to Chemistry	4
CHEM	105	Citizen Chemistry	4
CHEM	111/112	Chemistry for the Health Sciences	4
CHEM	151	General Chemistry (formerly CHEM 201)	4
PHYC	110	Principles of Physical Science	4
PHYC	180	Earth Science (formerly PHYC 210)	4
PHYC	190	Introduction to Astronomy	4
PHYC	201	Fundamentals of Physics	4
PHYC	251	General Physics	5

**God's Word and the Christian Response****18 units required**

Bible Course Requirements (both classes required)

UBBL	100	Exodus/Deuteronomy*	3
UBBL	230	Luke/Acts*	3

\*UBBL 100 is the prerequisite course for all other UBBL courses and UBBL 230 is the prerequisite course for all 300-400 level UBBL courses.

Additional Bible Courses, choose one of the following:

UBBL	310	I and II Samuel	3
UBBL	311	Hebrew Prophets I	3
UBBL	320	Hebrew Poetical and Wisdom Literature	3
UBBL	330	Life and Teachings of Jesus	3
UBBL	331	Acts (not valid for GS credit after F '00)	3
UBBL	340	Romans and Galatians (beginning SP '97)	3
UBBL	341	Thessalonian and Corinthian Epistles	3
UBBL	343	The General Epistles	3
UBBL	350	Geographical/Historical Setting of the Bible	3
UBBL	460	Theology of the Old Testament (beginning F '97)	3
UBBL	461	Theology of the New Testament (beginning F '98)	3

Ministry Requirement

CMIN	108	Foundations of Ministry	3
------	-----	-------------------------	---

Doctrine Requirement, choose one of the following:

THEO	303	Theology and the Christian Life	3
THEO	353	Church History	3
THEO	363	Contemporary Christian Thought	3

Senior Seminar, choose one of the following:

ART	496	Senior Seminar: Art Ethics	3
BIOL	496	Senior Seminar: Ethics and the Sciences	3
BUSI	496	Senior Seminar	3
COMM	496	Senior Seminar: Ethics in Human Communication	3
CS	496	Senior Seminar: Ethics in Computer Science	3
EDUC	496	Senior Seminar: Education and Professional Ethics	3
ENGL	496	Senior Seminar: Ethics in the Professions	3
GLBL	496	Senior Seminar: Global Issues and Prospects	3
PHIL	496	Senior Seminar: Professional Ethics	3
PHIL	496	Senior Seminar: Social Ethics	3
PHIL	496	Senior Seminar: Worldviews	3
POLI	496	Senior Seminar: Religion and Politics	3
SOC	496	Senior Seminar: Faith and Social Issues	3
SOCW	496	Senior Seminar: Ethics in the Helping Professions	3
THEO	496	Senior Seminar: Theology and Social Issues	3
UNRS	496	Senior Seminar: Ethics and Issues in Health Care	4

**Electives (minimum of 6 units required)**

More than six units of course work may be necessary to achieve the 18 units of upper-division general studies course work requirement. For further details, see an academic advisor.

Elective units may be met by taking any of the above listed core classes and/or from the following list of elective classes:

ART	200	Art and Science Integrations	3
ART	205	Ceramics I	3
ART	210	Printmaking: Relief	3
ART	211	Printmaking: Serigraph	3
ART	370	Sculpture (not valid for GS credit after Sp '01)	3
BIOL	330	Gender Differences	3
COMM	325	History of Theater	3
COMM	330	Small-Group Communication (beginning F '97)	3
COMM	420	Conflict Management	3
ENGL	410	American Novel	3
ENGL	434	Children's Literature	3
ENGL	464	Chaucer (not valid for GS after Sp '00)	3
ENGL	474	Milton (not valid for GS after Sp '00)	3
GLBL	301	Anthropology for Everyday Life	3
GLBL	310	Intercultural Communication	3
HIST	335	Cultural History/Travel Study	3
MKTG	362	Consumer Behavior	3
MUS	351	Ancient, Renaissance, and World Music Literature	3
MUS	352	Baroque, Classical, and Early Romantic Music Literature	3
MUS	455	Late Romantic and 20 <sup>th</sup> Century Music Literature	3
OXUN	336H	Introduction to British Culture and History	3
PHIL	390	Philosophy of Science	3
POLI	340	International Relations (formerly International Politics)	3
POLI	363	Modern Political Thought	3
POLI	376	The American Founding (formerly American Politic Thought)	3
PSYC	440	Psychology of Religion (beginning SP '99)	3
SOC	358	Human Diversity	3
THEO	420	Christian Apologetics	3
UNRS	300	Stress Theory (beginning F '98)	3



### Humanities classes offered through the High Sierras Program

Several of the General Studies requirements may be met through participation in the High Sierras program.

The following table outlines the information:

HUM	221/321	Humanities Seminar I: Great Works <i>Meets the core requirement in Heritage and Institutions</i>	4
HUM	222/322	Humanities Seminar II: Literary Masterpieces <i>Meets the core requirement in Language and Literature</i>	4
HUM	223/323	Humanities Seminar III: Aesthetics <i>Meets the core requirements in Aesthetics and the Creative Arts</i>	4
HUM	224/324	Humanities Seminar IV: Great Ideas <i>Meets the core philosophy requirement in Heritage and Institutions</i>	4
HUM	225/325	Humanities Seminar V: Christian Classics <i>Meets the doctrine requirement in God's Word and the Christian Response</i>	4

Students may elect to take the 300-level courses for their core requirements or to fulfill upper-division elective requirements. For more information, please see the High Sierras advisor.

## Honors Program

The Azusa Pacific University Honors Program consists of enriched courses developed for 40 talented and motivated students selected from among applicants in each incoming freshman class. The curriculum fulfills a significant portion of the general education requirements while challenging students with greater depth, intensity, intellectual rigor, and close student-faculty collaboration. Each honors class enrollment is limited to 15-18 students and the courses are designed by outstanding professors in their fields.

In addition to the honors curriculum, the program identifies extracurricular cultural and social activities and international learning experiences available to students. Some programs such as international experiences may require additional costs/fees.

For qualified students who choose to participate, the Honors Program provides a challenge and opportunity: the challenge to perform at their highest levels of excellence and the opportunity to develop their abilities to the fullest.

An honors student is expected to maintain a cumulative grade-point average of 3.30 or higher, complete a minimum of 7 units of honors curriculum during the freshman year, and complete a minimum of 26 units of honors curriculum to qualify as a distinguished Honors Scholar graduate. Up to 10 units may be satisfied by Advanced Placement exams, if the score obtained was a four or five. The graduate receives a certificate of completion, a brass medallion, and the distinctive "Honors Scholar" seal on the diploma.

Potential participants will represent the top 10 percent of incoming freshmen, based on their high school grade-point average and SAT or ACT scores. Eligible students will be selected on the basis of academic performance, demonstrated leadership ability, and exemplary character. In addition to completing the usual application and reference forms for admission to the university, the candidate must submit an Honors Program Application and submit one additional reference form from a teacher to the director of the Honors Program by April 1.

Students not enrolled in the Honors Program may submit a petition to the Honors Program director requesting permission to register for an honors course.

### Honors Program Curriculum

#### Fall

CHEM	151H	General Chemistry	4
COMM	111H	Public Communication	3
CS	205H	Microcomputer Software Tools	3
CSA	101H	Beginnings	1
ENGL	110H	Freshman Writing Seminar	3
MUS	250H	Music and Civilization	3
PSCYC	110H	General Psychology	3
PHIL	220H	Introduction to Philosophy	3
SOC	120H	Introduction to Sociology	3
THEO	353H	Church History	3
UBBL	100H	Exodus/Deuteronomy	3
UBBL	340H	Romans and Galatians	3

**Spring**

ART	150H	Introduction to Art	3
BIOL	325H	Humans and the Environment	4
COMM	111H	Public Communication	3
ENGL	111H	Introduction to Literature	3
PHIL	220H	Introduction to Philosophy	3
PHYC	110H	Principles of Physical Science	4
PSYC	290H	Human Growth and Development	3
PSYC	350H	Abnormal Psychology	3
UBBL	100H	Exodus/Deuteronomy	3
UBBL	230H	Luke/Acts	3
UBBL	320H	Hebrew Poetry and Wisdom Literature	3

**International Travel-Study**

Azusa Oxford Semester, Oxford University

		British History, Culture, and Society	3
		Primary Tutorial	6
HIST	335H	Cultural History	3
UBBL	350H	Geographical and Historical Setting of the Bible	3

**Academic Advising**

Academic advising at Azusa Pacific University provides individual academic advising conferences, monitors successful completion of degree requirements, and promotes student development through discussion of abilities and appropriate personal and occupational choices.

Students meet with an advisor each semester while attending APU as a requirement to register or preregister. The advisor is a resource person available to explore life, vocational, and educational goals and growth, as well as aiding in academic planning and course selection related to the major. Full-time faculty are available to advise students throughout the semester, as well as during registration and preregistration periods.

A faculty advisor for the major is selected when a student declares a major. Students who have not declared a major will be advised by faculty in a department corresponding to their general interests or will meet with an undeclared major advisor in the Office of Academic Advising Services.

While the advisor is a guide and resource person, final responsibility for meeting requirements to complete a major and a degree program rests with the student.

The Office of Academic Advising Services, open to all current undergraduate APU students, provides help in the following areas:

- General information regarding academics at APU
- Academic advising for undeclared students
- Academic advising for students considering changing majors
- Assistance for students on academic probation
- End of the junior-year general studies checklists
- Answers to questions regarding general studies requirements and academic policies
- Options and strategies for academic difficulties

Additional resources are available to assist in the many areas of planning and growth that occur in college. The Offices of Undergraduate Admissions and the Registrar process the official records concerning a student's progress toward academic completion of a program of study. The Office of Student Life, the Learning Enrichment Center, the Writing Center, and Career Center all provide individual guidance to students through testing, skills-development programs, counseling, and information sharing.

## **The Learning Enrichment Center**

The Learning Enrichment Center (LEC) staff is dedicated to helping each person experience maximum intellectual development and personal growth. Every program and service offered is built upon a foundation of caring personal relationships in which staff members seek to know and understand students as whole persons and interact with them in a compassionate, direct, and honest manner consistent with Christian values. The LEC is located in the Village Court just north of Engstrom Hall. Students are encouraged to call the LEC for an appointment or more information.

## **University Tutorial Program**

Tutoring services are available for many undergraduate academic subjects. Tutoring is provided by undergraduate peer tutors to empower students to become more confident, effective, independent learners. Two types of tutoring are available free of charge to APU students:

- One-on-one tutoring sessions (by appointment) in which students meet individually with a tutor
- Small-group tutoring sessions in which three or more students meet as a group with a tutor

## **Learning and Study Skills Assistance**

The LEC staff provides individualized assistance to help APU students learn how to learn. A counselor is available to diagnose study strategy problems and instruct students in a variety of research-proven techniques to improve grades and achieve academic success. Call the LEC at (626) 815-6000, Ext. 3321 for more information or to make an appointment.

## **Supplemental Instruction**

Supplemental Instruction (SI) helps students in difficult courses master course content while they develop and integrate effective learning and study strategies. SI leaders attend course lectures, take notes, read all assigned materials, and conduct three to five out-of-class study sessions per week. Selected classes designated for SI support are announced in class at the beginning of each semester. Additional information about SI sessions can be obtained by contacting the LEC at (626) 815-6000, Ext. 3321.

## **Video-Based Supplemental Instruction**

Video-based Supplemental Instruction (VSI) is a highly structured, time-intensive, small-group variation of Supplemental Instruction in which course content and critical-thinking skills integrate to provide the student with a "know-as-you-go" approach to learning. In VSI, professors record their lectures on video tape and students enroll in a special section of the course. During VSI, a trained facilitator, approved by the academic department, uses the video-based lectures to pace the delivery of the concepts and is empowered to stop the video as needed to check for comprehension and discussion before moving on to the next concept. Selected classes designated for VSI support are advertised in the semester's class schedule. For additional information about VSI, contact the LEC at (626) 815-6000, Ext. 3321.



## Assistance for Individuals with Disabilities

The LEC coordinates a number of direct services for undergraduate students with specific disabilities. Upon documented verification of disability, academic accommodations are individualized based on the learning needs of each student. Accommodation examples include: advocacy, academic support, registration assistance, testing accommodations, assessment referral, liaison with university academic service areas, and liaison with community agencies.

To request academic accommodation, the student must:

- Complete an Academic Accommodations Application (available in the LEC).
- Provide documentation of the disability.
- Schedule an interview with an LEC staff member.

Note that academic accommodations at APU do not include:

- Diagnostic testing or evaluation of learning disabilities.
- Special programs for learning disabled students.
- Personal care aids.
- Separate or special tutorial programs for the disabled.
- Reduced standards of academic performance.
- Waiver of academic courses such as algebra or foreign language.

For further information about academic accommodations or to obtain guidelines for learning disability documentation, stop by or call (626) 815-6000, Ext. 3321, or for the deaf and hearing impaired callers, TDD (626) 815-3873.

## Proficiency Testing

The Learning Enrichment Center (LEC) coordinates testing in the areas of reading, writing, and mathematics. Proficiency testing is required of all entering freshmen and of transfer students entering with fewer than 28 units and those who have not completed the mathematics and/or writing general studies requirements. Students are required to complete testing prior to the start of their first semester of classes. Additional information about proficiency testing dates can be found in the current Schedule of Classes or by calling the LEC at (626) 815-6000, Ext. 3505 or 3849.

## Reading Proficiency

Reading proficiency is assessed using the COMPASS Reading Test which is an untimed, computerized test of reading comprehension which consists of approximately seven paragraphs each of which is followed by multiple choice questions. Skills assessed include identification of main idea and major details, making inferences, sequencing, identifying cause-effect relationships, and other higher level critical reading skills. Students whose score on the COMPASS Reading Test does not meet the university standard must enroll in a college-level reading class. This class is required during the first semester at APU and does not count toward graduation degree units.

<b>Recommended Course</b>	<b>SAT I Verbal</b>	<b>ACT Reading</b>	<b>COMPASS Test</b>
Reading Course (ENGL 099)	470 and below	19 and below	Appropriate Placement
Waive Reading Course	480 and higher	20 and higher	Not required with appropriate SAT or ACT score

### Writing Proficiency

The COMPASS Writing Test is an untimed computerized test of sentence and paragraph skills and writing style. Skills assessed include standard use of grammar, punctuation, usage and style. Students are asked to identify and correct errors in essays, then edit and revise each essay by choosing words to fit meaning and function, while maintaining the established level of style and tone. Students whose score on the COMPASS Writing Test does not meet the university standard are required to write an essay in response to a writing prompt. Evaluation of this essay determines a student's placement in either Basic Writing (ENGL 100) or Freshman Writing Seminar (ENGL 110).

### Mathematics Proficiency

The COMPASS Math Test is an untimed, adaptive computerized test of math skills, ranging from basic mathematical functions through college-level algebra. A non-graphic calculator is allowed with this exam. The number and type of problems each student receives depends upon the student's performance on each problem. COMPASS test scores in mathematics are valid for two years. If a student does not complete the recommended course(s) within two years then a retest is required to ascertain current skill levels. The score on the COMPASS Math Test determines a student's eligibility for either introductory mathematics (which is not offered at APU), Elementary Algebra, or College Algebra level courses. Students whose score in the College Algebra domain of the test shows competence at this level may waive the mathematics general studies requirement.

Recommended Course	COMPASS Test	ACT Math	SAT I Math
Elementary Algebra (MATH 090)	Appropriate Placement	18-20	430-490
Intermediate Algebra (MATH 095)	Appropriate Placement	21-22	500-530
College Algebra (MATH 110) or Analytic Inquiry (MATH 115) or Contemporary Math (MATH 120)	Appropriate Placement	23-25	540-590
Waive Math Requirement	Appropriate Placement	26 and higher	600 and higher

Note: To register for math classes at APU, students are required to present a signed Verification of Math Course Eligibility or COMPASS Report Form. COMPASS Reports are given to each student at the completion of testing. It is the only copy that a student will receive and should be retained. Verification forms may be obtained from the Learning Enrichment Center or the Math Department.

### College Level Examination Program (CLEP)

CLEP is a national program that allows students to obtain credit by examination. As of July 1, 2001, CLEP examinations are computer based which creates instant score reports. CLEP examinations cover material taught in courses that most students take as requirements in the first two years of college. Each exam is 90 minutes long and is made up primarily of multiple choice questions; however, some exams do have fill-ins. Note that examinations in Composition and Literature have an additional 90-minute essay section. At APU, an unlimited number of credits can be earned through CLEP. See the Admission Policies, Credit by Examination section of the catalog for a complete listing of CLEP exams and course equivalents.

To take a CLEP exam, students must:

- Submit a completed Registration Admission form to the LEC and select a test date.
- Enclose a check or money order payable to APU in the amount of \$15 which is a nonrefundable service fee.
- The fee for each exam is \$50 paid on the day of the exam by credit card, check, or money order made payable to CLEP. Cash is not accepted.

Registration forms and study guides can be obtained in the LEC. In addition, visit the CLEP Prep Center on the College Board website ([www.collegeboard.com/clep](http://www.collegeboard.com/clep)) for useful tips on assessing readiness and preparing for any of the CLEP exams.

## **The Writing Center**

The Writing Center is a free source of feedback by trained Writing Consultants for writers from all disciplines and all skill levels. Located in the Marshburn Library (Main Campus), the Center offers individual appointments, group workshops, and print resources to assist in a variety of writing needs. The Center welcomes writers of academic papers, creative fiction, poetry, and other genres. The Writing Center also offers support, at a professor's request, for specific writing tasks or documentation forms particular to a designated course or discipline. In development is a website where writers may go to get help or to find links to other writing sites.

The Writing Center equips its staff members (included on the staff are undergraduate and graduate students) with valuable experience in assisting others with their writing in one-on-one and in small group situations. Staff training emphasizes the collaborative nature of writing and develops the interpersonal skills necessary for successful writing conferences.

### **Writing Center Use**

While walk-in sessions are often available, making an appointment ahead of time is recommended to guarantee a convenient time slot. Appointments may be made in person or by phone (Ext. 3141) during open hours. Handouts and print resources are available for use without an appointment. The Writing Center welcomes visits from students as well as faculty and staff.

Currently, the Center is open for the months of September through April, and is open weekly, Monday through Friday, from approximately 10 a.m. to 8 p.m. (hours vary slightly). Expanded hours are planned for future development.

## **The International Center (IC)**

The International Center (IC) oversees and directs all the international traditional education programs of Azusa Pacific University. The presence of international students and diverse cultures on the APU campus is a very important aspect of the education experience. Every student who comes from a different culture brings with her or him a wealth of cross-cultural knowledge to the APU community. The International Center also develops international programs and maintains consortium agreements with international universities.

The International Center consists of four departments:

### **International Marketing Program (IMP)**

This office has the responsibility of recruiting international students from all over the world and bringing diverse cultural backgrounds to the APU community.

### **International Student Services (ISS)**

The responsibility of the ISS team includes international admissions, transcript evaluations, and support services for all international students residing on and off campus. All legal and official documents are processed within this office. (For additional information, see Student Life and Admission Policies sections).

## **American Language and Culture Institute (ALCI)**

The ALCI team administers and teaches extensive English language and cultural programs, including tutoring and mentoring, to all international students for whom English is a second language. International students will acquire all the necessary skills to function and compete within the American university environment. ALCI also offers opportunities for American and international students to develop leadership and cross-cultural skills. (For additional information, see Admission Policies section.)

## **Study Abroad Programs (SAP)**

This office develops and coordinates international accredited academic programs for all APU students who are able to travel and study at a foreign university and experience the cross-cultural aspect of education firsthand. (For additional information, see section below.)

## **Study Abroad: International and Off-Campus Programs**

Azusa Pacific University prepares graduates to serve and lead in the global culture of the 21<sup>st</sup> century. International study abroad programs are one of the most effective means of achieving this objective. They cultivate historic and current global awareness, overcome parochialism and prejudice, and enrich liberal learning, which results in caring, servant-leaders.

Although international travel may enrich the life of an individual, not all international experiences are equally valid as additions to a student's curriculum. The ideal paradigm provides the student with the opportunity to either enroll for a semester in a foreign university or program (*full immersion*: living, studying, and working in a foreign culture), or through an APU affiliation with another university, thereby creating an academic instructional integration of courses, lectures, and extracurricular activities for all or part of a semester (*partial immersion*). Many students, however, are not able to include a full semester abroad program while completing their undergraduate studies, due to financial limitations, academic major, extracurricular aspirations, and other considerations. Therefore, short-term, study abroad programs of three-six weeks are worthy of consideration, and are provided by various departments of the university.

The junior year or the first semester of the senior year is the optimum time for engaging in a semester abroad. An international study experience should be thoughtfully integrated into a student's total instructional program and major, and therefore should be considered in consultation with the student's academic advisor and the director of Study Abroad.

## **Academic Assessment of International Programs**

In order to ensure the academic quality and safety standards of international education, Azusa Pacific University has established a systematic policy of assessment every two-five years. The evaluation team may consist of APU faculty and administrators, representatives from another accredited university or college, or the Student Academic Programs Council of the CCCU. The International Center maintains documentation of APU's initial and subsequent assessment of international programs, consortium agreements, and student debriefing forms.

## **Financial Aid Policy for International Programs**

To assist the student with the cost of including an international educational experience, the university may make academic scholarships and financial aid available for approved programs during the fall and spring semesters (see Financial Aid Policy for International and Off-Campus Programs). Summer and interterm programs are developed specifically to supplement and enrich students' standard fall and spring semester programs, and there is typically no financial aid available to assist with the cost of these programs. All students participating in study abroad programs are required to pay the additional International Health fee. Students who are interested in participating in any international program are

encouraged to consult with a counselor in the Office of Student Financial Services to discuss the program costs and financial aid options.

The following international semester, summer, and interterm programs satisfy the institutional mission and academic standards of Azusa Pacific University, and therefore are approved for student participation. A student considering participation in an international education program should make an appointment with the director of Study Abroad to review the options and procedures for enrollment.

### **APU-Sponsored Programs**

#### **Art History Travel Study**

A course in art history is offered periodically during interterm and/or summer in the form of a travel study program (i.e., one week of campus classes followed by two weeks of travel in a designated country or region of the world). Students study sculpture, paintings, and architecture, which were created in the ancient, medieval, renaissance, and/or modern era. This course may meet a general studies core requirement in Aesthetics and the Creative Arts. For additional information, contact the Department of Art.

#### **Azusa Oxford Semester**

The Azusa Oxford Semester provides an opportunity for 20 sophomore, junior, and senior students to become associate students at one of several colleges of Oxford University, Oxford, England. The program is administered by the APU director of Study Abroad in affiliation with the Oxford Study Abroad Programme (OSAP). Applicants are expected to have well-defined academic objectives, intellectual maturity and self-discipline, and evidence of excellence in writing and research. A minimum cumulative GPA of 3.30 or higher is required for admission to the program. The 15-unit curriculum includes a lecture course, Introduction to British History, Culture, and Society (3 units), a primary (6 units) and secondary (3 units) tutorial in the student's major or minor, and a seminar (3 units). Tutorials are one-on-one and available in nearly all subjects. A seminar is chosen from a list of subjects available during the term, and consists of four-eight scholars. Students are expected to participate in a weekly, noncredit "Colloquium on Faith and Learning," which may include a lecture, study, and/or discussion of relevant topics of Christian apologetics. A shorter summer program is also available. The application deadlines are as follows: fall semester, March 1; spring semester, September 15; summer semester, February 15. For additional information, contact the director of Study Abroad.

#### **Cultural History Travel Study**

The cultural history course combines visits to major cultural and historical sites with academic study of the geography, history, art, literature, politics, and religion of the country, region, or continent. The interdisciplinary course is taught by a team of two-four faculty and developed around a history core (HIST 335, 3 units). *This course meets general studies elective requirement for Heritage and Institutions.* Each student, in collaboration with the program moderator and an appropriate faculty mentor, may choose to develop an intensive focus upon the art, architecture, history, literature, politics, or church history of the designated country or region, and earn an additional three units. This travel study program includes one-two weeks of campus classes followed by two weeks of travel. For additional information, contact the Study Abroad Office.

#### **Geographical and Historical Setting of the Bible**

The Department of Religion and Philosophy regularly offers a three-week, travel-study course and tour of the Bible lands (e.g., Israel, Egypt, Italy, and Turkey) during interterm and/or summer. The comprehensive course, UBBL 350 Geographical and Historical

Setting of the Bible, emphasizes the geography, history, and archaeology of the Bible lands, and also introduces the student to the post-biblical history of the land, the Holocaust, and the complex social issues facing the modern nation of Israel. *This course meets a general studies core requirement in God's Word and the Christian Response.* For additional information, contact the Department of Religion and Philosophy.

### **Global Learning Term**

The Global Learning Term (GLT) program seeks to fulfill the international mission and educational essence of Azusa Pacific University by affording students self-directed, full-immersion, learning experiences within a variety of cross-cultural contexts. Students enroll in special GLT courses (up to 16 units) that are completed during a summer and/or fall term (minimum 3 months) anywhere in the world. Program faculty assist students in evaluating major field and in designing individualized study and service projects.

The GLT is an integral component of the undergraduate global studies major, and builds upon campus-based multidisciplinary course work, as well as the off-campus Los Angeles Term Program. It also exists as a stand-alone program for non-global studies students. For additional information, contact the Department of Global Studies and Sociology.

### **High Sierras, Great Works Program**

The Great Works Option is a semester course of study by which Azusa Pacific University students can fulfill a substantial portion of their general studies requirements through an integrated study of great works of the human intellect and imagination. Some of the greatest works of literature, art, music, philosophy, and theology are studied simultaneously and integrated with one another. This off-campus program is located in the midst of the beauty, order, and mystery of God's creation in the High Sierra Mountains at Emerald Cove Camp on Bass Lake. The rustic, natural setting is particularly conducive to concentrated, undistracted study, reflection, writing, conversation, and prayer. It also provides a special opportunity to develop the self-reliance, fitness, and habits needed to live in nature's wilderness.

### **Los Angeles Term**

Los Angeles has emerged as the cultural capital of the 21<sup>st</sup> century and perhaps the nation's greatest urban classroom. The L.A. Term aims to vitalize and deepen students' major field of study through group-and issue-specific field projects, a community internship, a home-stay with a culturally different family, and 15 units of interdisciplinary course work. The L.A. Term is open to any major, although it is particularly well suited to students of sociology, urban studies, missions, and Christian ministries. Students must be sophomores, juniors, or seniors to participate in the program. Students can learn more about the program by visiting the website, [www.apu.edu/laterm](http://www.apu.edu/laterm), or by contacting the L.A. Term coordinator at (213) 252-0245. Application deadlines are April 30 for the fall semester and November 30 for the spring semester.

### **Modern Language Programs**

A variety of short-term, summer, and semester study and service opportunities – in Los Angeles, Dominican Republic, Latin America, and Spain – are currently approved for students interested in further enhancing their Spanish language and cultural skills within a Spanish-dominant environment. Additional study opportunities are being evaluated for learning French, German, and others. For additional information, contact the Department of Modern Languages.

## **CCCU-Sponsored Programs**

Azusa Pacific University is one of more than 100 institutional members and 45 affiliates of the Council for Christian Colleges & Universities (CCCU), a Washington, DC-based organization founded in 1976. APU's CCCU membership provides students with the opportunity to participate in the following off-campus semester and summer programs, which can be explored in greater detail by going to the CCCU website, [www.bestsemester.com](http://www.bestsemester.com), or by meeting with the APU director of Study Abroad. All applicants must have a cumulative grade-point average (GPA) of 2.75 or higher, except for the Honours Programme at Oxford University which requires a 3.50 GPA or higher. Applicants should be juniors or first semester seniors for most programs.

### **American Studies Program (ASP)**

Founded in 1976, the American Studies Program uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit the student's talents and aspirations and are available in a wide range of fields. They also explore pressing national and international issues in public policy seminars, which are issue-oriented, interdisciplinary, and led by ASP faculty and Washington professionals. ASP bridges the classroom and marketplace, combining biblical reflection, policy analysis, and real-world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's lordship in putting their beliefs into practice. The aim of the program is to help Council schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit. For additional information, contact the APU Department of History and Political Science.

### **China Studies Program (CSP)**

The China Studies Program enables students to explore this large and intriguing country from the inside. While living in, and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical, and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students are given opportunities such as assisting Chinese students learning English, or working in an orphanage, allowing for one-on-one interaction. The program introduces students to the diversity of China, including Hong Kong, Beijing, Shanghai, Xi'an, and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16 semester hours of credit.

### **Honours Programme-CMRS, Oxford (HP-0)**

Honors and other highly qualified students have the exciting opportunity to study in England through this interdisciplinary semester at Oxford University. The rigorous academic program, aimed at increasing critical-thinking skills and scholarship from an integrated Christian perspective, allows participants to choose from a wide variety of tutorial study programs in numerous disciplines, including the arts, religion, history, literature, and philosophy. In addition to two tutorials, students participate in a seminar and an integrative course through which they produce a scholarly project or term paper. Field trips provide opportunities for experiential learning in England's rich historical setting. APU students earn 18 semester hours of credit. For additional information, contact the office of the APU Honors Program.

### **Latin American Studies Program (LASP)**

The Latin American Studies Program, based in San Jose, Costa Rica, introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. By living with a Costa

Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (limited to Spanish majors and offered both fall and spring terms); International Business and Management (offered only in fall terms); and Tropical Sciences (offered only during spring terms). Students in all concentrations earn 16 semester credits. For additional information, contact the APU Department of Modern Languages.

### **Los Angeles Film Studies Center (LAFSC)**

The Los Angeles Film Studies Center trains students to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn, and work in the L.A. area near major studios. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The internship/seminar combination allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit. For additional information, contact the APU Department of Communication Studies.

### **Middle East Studies Program (MESP)**

This Cairo, Egypt-based program allows students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the region. The Middle East Studies Program encourages and equips students to relate to the Muslim world in an informed, constructive, and Christ-centered manner at a time of tension and change. Students earn 16 semester hours of credit.

### **Oxford Summer Programme (OSP)—Wycliffe Hall, Oxford University**

This three-week CCCU and Wycliffe Hall programme examines how Christianity influenced the development of Western Culture. The programme is designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the West and who wish to do specialized work under expert Oxford academicians in the areas of history, religious studies, English, and history of science. The curriculum includes a lecture series, integrative and thematic seminars, and field trips. The programme is structured for sophomores, juniors, and seniors; graduate and seminary students; nontraditional students; teachers; and those enrolled in continuing education programs. Students earn two-four semester credits.

### **Russian Studies Program (RSP)**

RSP students are exposed to the depth and diversity of the culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg, and Nizhni Novgorod. In addition to three seminar courses entitled History and Sociology of Religion in Russia; Russian Peoples, Cultures, and Literature; and Russia in Transition, students receive instruction in the Russian language, choosing either four or six semester hours of language course work. For those choosing four hours of Russian, a seminar course, International Relations and Business in Russia, is available. RSP strives to give students as wide an experience as possible in this complex nation, beginning with time in Moscow, the heart of both medieval and modern Russia. Students then spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students also participate in a



service opportunity in Nizhni Novgorod. The program concludes with time in the complex and intriguing city of St. Petersburg, the Russian “window to the west.” Students earn 16 semester hours of credit.

### **Summer Institute of Journalism (SIJ)**

CCCU campuses are invited to choose two student journalists to apply for this four-week, all-expenses-paid experience in Washington, DC. Fifteen students are selected to participate in the institute, which lasts from mid-May to mid-June. The institute blends classroom experience with hands-on work and provides an excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Students also participate in seminars taught by communications professors from CCCU-member institutions, take part in field trips, and complete workshop projects for hometown newspapers. SIJ provides valuable insight and training in gathering and writing news, editing copy, and designing layout. The institute develops students as Christian journalists—exhibiting both professionalism and legal/ethical integrity. Students earn four semester hours of credit. For additional information, contact the APU Department of Communication Studies.

### **Additional Programs Registered with the CCCU**

Although the following programs are registered with the Council for Christian Colleges and Universities and endorsed for Azusa Pacific University student participation, neither the CCCU nor APU assumes any responsibility for the ownership and management of these programs. Additional information on each of these programs is available through the CCCU website, [www.bestsemester.com](http://www.bestsemester.com), or by meeting with the director of Study Abroad.

### **AuSable Institute of Environmental Studies, Mancelona, Michigan**

AuSable is a Christian environmental stewardship institute whose mission is to bring healing and wholeness to the biosphere and the whole of creation. The AuSable Institute currently offers courses from campuses in the Great Lakes Forest in northern Michigan, Puget Sound in the Pacific Northwest, Tangier Island in the Chesapeake Bay, East Africa, and South India. Students participate for college credit in this learning community during January terms, May terms, and summer school.

### **Christian Center for Urban Studies, Chicago, Illinois**

The CCUS is a cooperative venture of selected schools and the Olive Branch Mission, which seeks to prepare students for America's multicultural and urban future. Three-week, semester and summer educational programs are designed to integrate theory and experience, action and reflection, practice and prayer. Classes are offered in urban anthropology, culture, leadership, art, mission, and service.

### **EduVenture, Huapoca, Mexico**

The program combines a life-changing educational experience with the adventure of doing hands-on mission work and community development work in Huapoca, near Madera, Mexico. Experiential learning is provided through biking, trekking, and rafting, and a host of cultural experiences. The curriculum includes field-based cultural anthropology, Spanish language and culture, community development, spiritual formation, physical education, and missions.

### **Focus on the Family Institute, Colorado Springs, Colorado**

The Focus on the Family Institute provides a unique educational community which nurtures emerging Christian leaders, equipping them to promote healthy families, vibrant churches, and a civil society. The curriculum of this semester-long program is multidisciplinary and focuses on topics related to psychology, sociology, family studies, leadership, social ethics, public policy, philosophy, and theology. Fall, spring, and summer study opportunities are available. For additional information, contact the APU Department of Psychology.

### **Creation Care Studies Program, Belize, Central America**

Based in the jungle of Belize, Central America, students take three courses at the environmental center: Tropical Ecosystems, Introduction to Sustainable Community Development, and God and Nature. Additional electives, internships, and a summer school program are also available. For additional information, contact the APU Department of Biology and Chemistry.

### **International Business Institute, Europe**

This summer institute gives students in economics, business, and related areas a distinctive opportunity for a term of study that incorporates the international dimension of these fields. The program is more than ten weeks in length and includes several periods of residence in key locations, as well as coordinated visits and presentations in the major political and economic centers of Western and Eastern Europe, Scandinavia, Finland, and Russia. For additional information, contact the APU School of Business and Management.

### **Italian Renaissance, Orvieto, Italy**

Gordon College offers a semester of experiential learning from Italian Renaissance art, architecture, poetry, spirituality, worship, and civic life. The program seeks to inspire young artists of Christian faith to reconnect with the religious artistic traditions of the past to enable them to respond creatively and shape a humane future in art and culture. Classes are interdisciplinary, conversational, and experiential, integrating the study of art, art history, history, and theology. For additional information, contact the APU Department of Art.

### **Jerusalem University College, Israel**

Located on Mt. Zion, adjacent to Jerusalem's Old City, this program offers credit for summer, semester, and year-long programs of study. Students study the history, language, culture, archeology, and geography of biblical lands, as they relate to biblical interpretation and a better understanding of the Middle East. For additional information, contact the APU Department of Religion and Philosophy.

### **Netherlandic Study Program in Contemporary Europe**

This program provides the opportunity to live in Amsterdam, one of the centers of the Western European community. Participants receive 16 semester credits from courses in language, literature, the arts, history, and politics. Options also exist for individualized study in other disciplines.

### **Romanian Studies Program**

Eastern College has been taking students to study and serve the people of Romania since 1992. Students may enroll in the program for the fall semester, January term, spring semester, or part of the summer. Courses offered are Cross-Cultural Service Learning, Romanian Language and Culture, Arts and Music, Environmental Science, and Hiking.

### **San Francisco Urban Program**

The San Francisco Urban Program of Westmont College provides an opportunity for a semester of Christ-centered study in the unique context of this great city. Students study urbanization, work in a practicum related to their interests, and have opportunities for independent study.

### **Other International Programs**

Students who are considering other programs that are not sponsored or approved by Azusa Pacific University, should meet with the APU director of Study Abroad and apply for a Leave of Absence prior to applying and enrolling in the program. Upon completion of the program, an official transcript should be sent to APU, subject to the same standards of evaluation as other transfers of credit.



### **Air Force Reserve Officers' Training Corps (AFROTC)**

Qualified APU students may enroll in the Air Force ROTC Aerospace Studies Program provided at California State University, San Bernardino, California. Air Force ROTC is an educational program designed to give men and women the opportunity to become an Air Force officer while completing a bachelor's degree. A maximum of 16 semester units in the program may be transferred to APU and applied toward graduation requirements. Students may apply for scholarships to cover tuition, books, and a living stipend.

The application deadline for AFROTC scholarships is November 15. Questions about AFROTC should be addressed to the Aerospace Studies Department, Health and Physical Education Building, California State University, 5500 University Parkway, TO-122, San Bernardino; (909) 880-5440.

### **Army Reserve Officers' Training Corps (ROTC)**

Qualified APU students may enroll in the Army ROTC Military Science commissioning program provided at Claremont McKenna College, Claremont, California (approximately eight miles east of the APU campus). Army ROTC challenges students to develop leadership traits critical to any career field, but it is designed for the military environment. A maximum of 16 semester units in the program may be transferred to APU and applied toward graduation requirements. Students may apply for scholarships to cover tuition, books, and a living stipend. The application deadline for ROTC scholarships is November 15. Questions about Army ROTC should be addressed to the Military Science Department, Bauer Center South, Room 101, Claremont McKenna College, Claremont, CA 91711-6400; (909) 621-8102.

## Correspondence Course Credit

A maximum of nine semester units of correspondence credit may be applied toward an Azusa Pacific University degree. Students must receive prior approval from the Office of the Registrar.

Correspondence courses must be offered by a regionally accredited college or university or the Accrediting Association of Bible Colleges. No more than six units may be transferred to meet general studies core requirements in God's Word and the Christian Response.

Senior transfer students may complete only three units by correspondence, none of which may apply to the core category of God's Word and the Christian Response. If a student wishes to receive correspondence course credit toward the requirements for his/her major, prior written consent from department faculty must be obtained. Correspondence courses must be completed prior to participating in commencement.

## Preprofessional Programs

### Premedical/Predental/Preveterinary

While any major is compatible with medicine, an emphasis on science courses is mandatory for completion of the academic prerequisites of medical and dental schools. The Department of Biology and Chemistry offers excellent curricula for such programs. The student receives not only strong academic advisement on preparatory course work, but also a great deal of personal contact with the teacher within the classroom environment.

The program helps the student integrate scientific, cultural, and religious views and develop the skills and objectivity necessary for the advancement of scientific knowledge.

To assist the student in attaining this goal, APU provides an advisor and a premedical/predental committee, which assist the student in class selections, keep track of academic progress, provide information on medical and dental school admission policies, and in general, aid the student in areas of difficulty.

In addition, hospital-related internships, career seminars, and a MCAT/MDAT study seminar led by the university premedical advisor are offered. Both a high score on the MCAT (Medical College Admissions Test) and a high grade-point average are necessary for consideration in application to a professional school.

In addition to the general studies requirement, the following is typical of the academic prerequisites required by most medical or dental schools:

### Chemistry

CHEM	151*/152	General Chemistry	4,4
CHEM	251/252	Organic Chemistry Theory	4,4
CHEM	261/262	Organic Chemistry Lab	1,1

### Biology

BIOL	151*/152	General Biology I, II	4,4
------	----------	-----------------------	-----

### Mathematics

MATH	151/152	Applied Calculus	3,3
— or —			
MATH	251/252	Calculus I, II	5,4

**Physics**

PHYC	201*/202	Fundamentals of Physics I, II	4,4
— or —			
PHYC	251*/252	Physics I, II	5,5

\*Meets general studies requirement.

Furthermore, the following courses provide excellent preparation for medical school:

CHEM	300/310	Quantitative Analysis—Theory and Lab	2,2
CHEM	380/381	Biochemistry	4,4
BIOL	280	Cell and Molecular Biology	4
BIOL	350	Mammalian Physiology	4

**Pre-Allied Health**

Based on a current survey of master's programs (including physician assistant, occupational therapy, physical therapy, pharmacy, sports medicine, and chiropractic medicine), the applied health major within the Department of Biology and Chemistry contains most requirements for admission to M.S. programs. This major is also specifically designed to meet all admission requirements for entry into a Master or Doctor of Physical Therapy program.

**Pre-Engineering**

Students interested in engineering have two options available to them: the 2/2 Program and the 3/2 Program.

**2/2 Program**

In the 2/2 Program, a student completes a group of prescribed courses at Azusa Pacific University, then transfers to a school offering the engineering specialization of his/her choice to take the remaining course work required for graduation from that institution. Under normal circumstances, students are able to complete the APU requirements in two years and the additional requirements in two more years, hence the designation, 2/2 Program.

**3/2 Program**

In the 3/2 Program, a student completes a group of prescribed courses at Azusa Pacific University (more than the 2/2 Program requires), then transfers to a school offering the engineering specialization of his/her choice to take the remaining course work required for graduation from that institution. Upon earning the engineering degree from the other institution, the student also receives a Bachelor of Arts degree from Azusa Pacific University. Under normal circumstances, students are able to complete the APU requirements in three years and the additional requirements in two more years, hence the designation, 3/2 Program.

APU has an affiliation agreement with Seattle Pacific University (SPU) which ensures that a student from APU can transfer to SPU and obtain a degree from that institution in no more than two additional years. Students opting to complete their engineering degree at other universities, including state universities, have made smooth, successful transitions as well.

Students are encouraged to investigate early on the specific requirements of programs to which they expect to transfer to. For example, some University of California and California State University engineering programs require transfer students to have completed two courses in English composition and two semesters of chemistry. For a list of the prescribed courses for the 2/2 and 3/2 programs, see the Department of Mathematics and Physics section in this catalog.

### **Prelaw**

Azusa Pacific's Department of History and Political Science offers a prelaw concentration for political science majors who intend to attend law school. The 51-unit prelaw concentration includes courses in political science, law, philosophy, business, sociology, and communication. The department's prelaw advisor helps prelaw students select appropriate elective courses and assists in the process of identifying and applying to law schools.



# Student Life



<b>Student Life</b>	<b>96</b>	<b>Institute for Outreach</b>	
<b>Residence Life</b>	<b>96</b>	<b>Ministries</b>	<b>100</b>
<b>Communiversy</b>	<b>96</b>	<b>Health Services</b>	<b>101</b>
<b>Multi-Ethnic Programs</b>	<b>96</b>	<b>Turner Campus Center</b>	<b>101</b>
<b>International Student Services</b>	<b>97</b>	<b>Bookstore</b>	<b>101</b>
<b>Career Center</b>	<b>98</b>	<b>Campus Safety</b>	<b>102</b>
<b>University Counseling Center</b>	<b>99</b>	<b>Harassment Policy</b>	<b>103</b>
<b>Ministry and Service</b>	<b>99</b>	<b>Social Expectation</b>	<b>103</b>
<b>Chapel Programs</b>	<b>100</b>		



## Student Life

The Student Life division at Azusa Pacific University recognizes the spiritual, intellectual, emotional, social, occupational, and physical needs of students. A variety of opportunities and activities are coordinated to enhance each student's God-given potential.

In conjunction with faculty, the Student Life staff assists students in establishing academic and personal goals and provides tools and services to reach them.

Through chapel, personal and career counseling, small groups, outdoor adventure programs, multi-ethnic programs, and other experiences, students integrate their classroom and out-of-classroom experiences and apply their faith and beliefs to their value systems and lifestyles.

## Residence Life

Azusa Pacific University's on-campus Residence Life Program has several distinctive features. First, it exists as a community which engenders a spirit of redemption and grace to promote restoration and life change through Christ's involvement in students' day-to-day lives. Second, it offers undergraduate students many different types of living environments, including traditional residence halls and self-contained apartments. Many of the on-campus living communities are accessible to students with disabilities. Third, each living area strives to provide living-learning programs based on the assessed needs of the residents. Fourth, each residence community is managed by a residence director (RD) who serves as a liaison between residents and the university community. RDs are professionals, trained to assist students with making positive choices that ensure success in their college experiences. The RD also serves as an educator, helping students integrate their classroom learning with their out-of-classroom experiences. Fifth, each subcommunity is directed by a resident advisor (the RA reports to the RD) who plays a key role as a referral agent in the event that a student needs counseling or medical care. RAs assist in orienting students to the living area and the campus, and plan a variety of programs which promote a sense of community and cooperation among residents. Azusa Pacific University's on-campus residential setting offers students exceptional variety and quality of life experience.

## Communiversity

Communiversity meets the social, recreational, intellectual, and spiritual needs of the APU community through activities and programs. Student interns are responsible for planning and implementing activities and events with wide appeal. Some Communiversity activities include: outdoor adventures, cultural arts, intramural sports, annual semi-formal dances, concerts, Family Weekend, Coffee House, and Night of Worship. These programs are open to all members of the Azusa Pacific community. Also under the Communiversity umbrella is the New Student Orientation program. Student leaders (Alpha Leaders and Alpha Counselors) serve as small-group facilitators to assist students in their transition to the university.

## Multi-Ethnic Programs

The Office of Multi-Ethnic Programs (MEP) seeks to contribute to a campus climate at APU that understands and values ethnic diversity in the context of American society and God's design for His Kingdom.



MEP pursues this mission by investing in the development of student leaders who serve as catalysts for communication and understanding among people of all racial, cultural, and socioeconomic backgrounds, providing supplemental support and services for ethnic minority students, and sponsoring programs and activities that increase awareness and appreciation for ethnic diversity.

The MEP staff promotes student development through their advisement of MESA (the Multi-Ethnic Student Alliance) and ethnic organizations. In addition, MEP coordinates the Multi-Ethnic Leadership Scholarship Program, which involves education in leadership, diversity, and discipleship with selected students who become leaders of intercultural understanding and racial reconciliation on campus and beyond.

MEP administers several other scholarship programs for the university and provides information on scholarship, fellowship, and internship opportunities offered by outside organizations for ethnic populations. The office also coordinates various events and programs for the campus, including Gospel Sing (an annual gospel concert featuring choirs from area churches and schools); Martin Luther King Jr. Week, a bi-annual diversity/leadership retreat; and workshops, discussions, and other activities.

## **International Student Services**

The Office of International Student Services (ISS) assists APU's 250-plus international students and scholars as well as promoting international awareness and understanding on campus.

Services provided to international students include assistance with admission to the university, immigration documentation (I-20/IAP-66), and cultural adjustment. Upon initial arrival into the U.S., ISS provides airport pick-up and helps students obtain a bank account, Social Security number, driver's license, and housing. A special Orientation for international students is also provided which acquaints them with the university and U.S. laws and culture. ISS also sponsors an International Chapel once a week on Friday, which is open to international and domestic students alike. In addition ISS sponsors numerous other special activities to introduce students to Southern California.

ISS holds various activities throughout the year to promote international awareness on campus. A few of these activities include Global Vision Week, cultural dinners, the International Bazaar, and international awareness training sessions for student leaders. ISS is also available to provide cultural information to students, faculty, and staff via literature, video, and personal consultation.

### **International Campus Fellowships**

International students of APU currently offer Christian fellowship groups, which meet weekly on campus to promote understanding of the Christian faith as well as provide opportunities for building friendships. There are both Japanese and Chinese groups that meet regularly. These groups are supported by ISS.

### **Career Center**

The Career Center supports students making major and career decisions early in their college experience. Students are encouraged to develop an understanding of their own career identity, implement a program of study, choose a career direction, and seek employment/career opportunities.

### **Career Exploration and Development**

The Career Center assists students in self-exploration, capturing a vision for their lives, learning how to make choices, and identifying personal interests and values. Several opportunities are available for students to do this, including personality and interest inventories; individual career counseling; Career and Life Planning, a three-unit, upper-division course; and the Meet Your Major event, where students can obtain information on various majors from academic departments.

### **Career Library**

The Career Library contains a wide variety of information to help students and alumni in their career searches. Resources include a computerized career guidance system, internship opportunities, and many publications that offer current career information.

### **Graduate School**

Information on graduate schools and their programs can be obtained through the Career Center's *Peterson's Guide*. Also, the Seminary and Graduate School Fair, held in the fall, brings 35-40 graduate school and seminary representatives to the campus to interact with students and provide information regarding their programs. Assistance is offered in the decision-making and application processes. In addition, entrance test information and a GRE Fee Waiver Program are available.

### **Employment Opportunities**

The Career Center offers several services to assist students in locating job opportunities. They include Monstertrak, an online Internet-based part- and full-time employment listing service, the job board; summer camp recruiting (individual camps interviewing in the spring for summer job positions); and Campus Interviewing, a time when employers come to campus to interview graduating students and alumni for career positions. In addition, an annual Career Day, in the spring, brings 50-60 employers from quality organizations to APU. This event enables students to gather information from employers in their respective fields and begin making professional contacts. Teacher Interview Day, which occurs in May, brings 60-plus school districts to campus to interview for teaching positions.



## **University Counseling Center**

The University Counseling Center (UCC) is made up of professionally trained Christian counselors committed to facilitating the emotional, psychological, social, academic, and spiritual wellness of the APU community. UCC services are available to any currently enrolled student, and include individual counseling, couples counseling, group counseling, and educational workshops and training. All counseling services provided by the UCC are confidential.

## **Ministry and Service (MAS)**

Azusa Pacific is committed to the spiritual development of every student. Faith cannot be bought, sold, or inherited. It is the product of the student's own relationship with Christ. Spiritual growth is maximized when faith is demonstrated through relationships and service. As members of the APU community, students' understanding of Christian maturity, spiritual gifts, ministry, and vocation is stretched. The Office of Ministry and Service provides programs and opportunities for guidance, encouragement, and instruction for a dynamic personal faith in Jesus Christ.

## **Discipleship**

To develop a character of godliness, individuals must be actively nurtured in the qualities of Christ's life. One of the ways Christians mature is through the guidance of a spiritual mentor who provides direction, biblical instruction, counseling, and prayer. By exploring these challenges through small-group interaction and personal reflection, students take hold of their faith. Equipped with this understanding, students more critically deal with personal choices in lifelong planning, interpersonal relationships, moral decision making, and ministry to others.

## Student Ministries/Community Service

In response to the teaching of Scripture, it is vital for members of the APU community to be active in the world. Many facets of this outreach are directed through numerous student ministries programs. These opportunities include: Peach Factory/Azusa Outreach, children's after-school programs in Azusa, Urban Ministries, inner-city outreach, including Union Rescue Mission, the Fred Jordan Mission, Urban Plunge, Prison Ministry, Barranca (tutoring), Gospel Choir, Gateway, a weekly sharing with teen mothers, and much more. Additional ministry opportunities include Adult Ministries (for the elderly), Habitat for Humanity, Single-Parent Ministry, 1-800-HIT-HOME (hotline), and Urban Special Projects (an outreach to homeless and AIDS patients in Los Angeles and San Francisco). To receive credit for completing a ministry/service requirement, the student must submit the proper paperwork by the last day of each semester in which the ministry is completed. This paperwork is available in the Office of Ministry and Service. Participation in student ministries is a graduation requirement for all undergraduate students.

## Chapel Programs

Chapel exists to point the APU community to God alone, as its members worship Him in spirit and truth. The APU community seeks to keep **God First** by: 1) encouraging an intimate, personal relationship with God, 2) providing challenging, biblically based teaching intended to produce transformation through the power of the Holy Spirit, 3) complementing the work of the local church through creative communication on topics vital to college students, and 4) providing a corporate experience to unify APU in Christ.

Because chapel is so important to the university, attendance is required of every undergraduate student. Please refer to the Student Handbook and chapel calendar for detailed policy.

Chapel programs also strive to meet the needs of APU students with contemporary and relevant speakers. Students may contact the Office of Chapel Programs if they know of a speaker they would like to hear in chapel by email at chapel@apu.edu, phone (626) 812-3088, or fax (626) 812-3068.

## Institute for Outreach Ministries

The Institute for Outreach Ministries (IOM) provides numerous opportunities for students to be used by God in cross-cultural ministries. Student ministry credits apply to all IOM trips.

Since 1984, student missions interest has increased tremendously. Students can serve in Mexico during the Thanksgiving weekend and Easter vacation, as well as take part in the numerous short-term mission opportunities around the world.

## Mexico Outreach

Each year more than 6,000 high school and college students travel to Mexico for intensive weeks of ministry. APU students join thousands of others during Easter week in Mexicali, serving within Mexican churches, prisons, and villages. Thanksgiving weekend offers a ministry project in the Ensenada Valley for APU students to worship and work jointly with Mexican churches. Academic credit is offered (2 units) for Introduction to Christian Missions/Mexico.

## Office of World Missions

Continuing the 100-year tradition of being a training school for Christian workers, the Office of World Missions exists to develop hearts and minds for missions. The office recruits, trains, and sends students on more than 20 worldwide missions trips each year. Destinations include Ecuador, Haiti, India, Jordan, Kenya, Russia, and many more. It also sponsors campus programs such as Global Vision Week, missions-related seminars and student clubs, and Missions Chapel. Academic credit is offered for Introduction to Missions (1 unit, fall; 2 units, spring).

## Health Services

The Student Health Center offers services not only for the treatment of minor illnesses, emergencies, and first aid, but also preventive medicine. Workshops include: nutrition, stress, substance abuse, weight management, premarital consultations, and STD awareness.

Clinical hours are Monday-Friday, 9-11:30 a.m. and 1-3:30 p.m., with office hours from 9 a.m.-5 p.m. A nurse or doctor is on call after hours and on weekends as needed through the Department of Campus Safety. During summer hours, semester breaks, and holidays, the center may make referrals to outside physicians and medical facilities. Medications, injections, and treatment of minor illnesses are administered by the attending physician, nurse practitioners, or registered nurses. Should the student need further treatment or evaluation, there is an excellent referral base to specialists in the community as well as a hospital in close proximity for emergencies. Undergraduates with seven units or more are required to secure student health insurance which is included in the tuition package. A fee is charged for those students seen in the Health Center who are not covered by health insurance. There are prematriculation requirements of several immunizations and a TB skin test. Contact the Health Center to check current requirements.

## Turner Campus Center

Located in Azusa Pacific's Turner Campus Center are the cafeteria, the student post office, Take 5 Café, recreational facilities, and InCom (Information-Communication) Center. In addition, the Associated Student Body functions as a part of the campus center. The ASB's ability to influence the APU community is derived from its representation of student opinion, and its effectiveness lies in its ability to turn that representation into service. The ASB administrative council provides a laboratory for citizenship, social responsibility, and leadership.

## Bookstore

Located on the West Campus, across from the Hugh and Hazel Darling Library, the APU Bookstore offers a wide range of merchandise and services. In addition to all the materials needed for students' courses, a broad range of Christian books (Bibles, Bible reference, Bible studies, Christian living, devotional, novels, and more) and reference materials are carried. Also, the top contemporary Christian and worship CDs, including APU choirs, are stocked. The Bookstore is a one-stop source for everything needed to show school spirit (clothing, hats, mugs, etc.) and for gift giving (Christmas, birthdays, Mother's and Father's days, Valentine's Day, Easter, etc.). Students may also order graduation announcements, class rings, and nursing pins and badges, as well as purchase prepaid phone cards and art and office supplies. For the students' convenience, a fax sending and receiving service is offered. Special orders for books that are not carried by the Bookstore are available. In addition, imprinting, one-day photo service, ATM, balloon bouquets and complimentary gift-wrapping is available. Online textbook ordering and reservations are available ([www.apu.edu](http://www.apu.edu)).



## **Campus Safety**

The Department of Campus Safety is located in the first-floor lobby of Adams Hall. The staff assists students with problems they might encounter on campus, such as theft, accidents, or threats.

A Campus Safety officer is not a peace officer. If a crime does occur, he or she acts in accordance with established policy and assists the police as required. The Campus Safety officer's primary concern is the protection of Azusa Pacific people and property. Any and all incidents of stolen property or theft should be promptly reported to the Department of Campus Safety. An officer will assist the student in filing a report with the local law enforcement agency. This coordinated effort is invaluable when solving these types of crimes and for raising community awareness.

In case of injury or sickness (except life-and-death situations), the Department of Campus Safety should be the first agency notified. Personnel will notify the proper emergency aid agency for assistance. The Department of Campus Safety also enforces traffic and parking regulations. All vehicles driven on campus must be registered with the Department of Campus Safety and display an APU vehicle registration decal. Students who are unfamiliar with the Vehicle Code should acquire a copy from the Department of Campus Safety.

In addition, a free "American Defender" whistle is provided to all women on campus and should be used in case of an emergency. It can signal for help, frighten away someone who intends harm, or alert others to call the Department of Campus Safety. The whistle should only be used if students are in distress or see another in distress.

APU men can also participate in the whistle program. When the whistle is blown on campus, anyone within earshot is encouraged to go directly to that area. This does not mean that a student should run into an unsafe situation. Students should not put themselves in jeopardy; instead, the student should observe the situation and make a report if necessary.

To prevent abuse of the whistle, there is a \$250 fine for misuse on campus. Questions should be directed to (626) 815-6000, Ext. 3805.

The Azusa Pacific campus is private property, and permission to enter or pass through it is revocable at any time. Students or visitors who fail to cooperate with university authorities, including Campus Safety personnel, will not be permitted on campus.

Campus Safety personnel are on duty every day of the year, 24 hours a day.

## **Harassment Policy**

Staff members are employed by the university for the purpose of assisting students and parents with university life. At no time is it acceptable to engage in a discussion that is less than courteous and professional. It is the university's policy that if at any time an employee believes that he or she is being harassed verbally, or in any other manner, that he/she immediately end the conversation and refer the party to the supervisor.

## **Social Expectation**

It is the aim of Azusa Pacific University that the faith-living-learning environment be as healthy as possible and foster positive qualities of life, promoting sound academic and personal growth experiences. Therefore, Azusa Pacific University expects that students refrain from activities which may be spiritually or morally destructive – in particular, sexual misconduct, smoking, drinking, being under the influence of intoxicants, and using or possessing illegal drugs. These activities are strictly prohibited. In addition, all students are expected to abide by the student standards of conduct listed in the Student Handbook.

Admission to Azusa Pacific is a privilege. It is expected that students sincerely believe that they can honestly be themselves in this environment without being in conflict with it, seriously desire to discover and explore their relationship to God, and positively contribute to the Azusa Pacific University community.





# College of Liberal Arts and Sciences



<b>Department of Art</b>	<b>106</b>	<b>Department of</b>	
<b>Department of Biology</b>		<b>History and</b>	
<b>and Chemistry</b>	<b>116</b>	<b>Political Science</b>	<b>177</b>
<b>Department of</b>		<b>Department of</b>	
<b>Communication</b>		<b>Mathematics and</b>	
<b>Studies</b>	<b>132</b>	<b>Physics</b>	<b>189</b>
<b>Department of</b>		<b>Department of Modern</b>	
<b>Computer Science</b>	<b>146</b>	<b>Languages</b>	<b>200</b>
<b>Department of English</b>	<b>158</b>		
<b>Department of Global</b>			
<b>Studies and</b>			
<b>Sociology</b>	<b>166</b>		

# Department of Art

## Faculty

*Chair and Associate Professor: Susan Ney, M.A.*

*Professor: William Catling, MFA*

*Associate Professors: David McGill, MFA; James Thompson, Ed.D.*

*Assistant Professor: Guy Kinnear, MFA; Melanie Weaver, MFA*

*Lecturers (part time): Kent Butler, MFA; Tom Dunn, M.A.; Terry Jenkins; Gary Myers; Maryann Rachford, M.A.; Rebecca Roe, MFA; Lori Slocomb, MFA*

## Department Overview

The Azusa Pacific University Department of Art prepares art students for a lifetime of artistic expression as those that reflect the creative nature of God who shaped the universe. The APU art faculty believe God to be the ultimate Creator. As followers of Christ, the artists who are Christian should act as transformers in the world by producing the highest quality work possible and serving others in the art community through a relational ministry.

The Art Program graduates should:

- Demonstrate craftsmanship in various media, showing strength in one area.
- Develop aesthetics, valuing an artistic perception.
- Explore historical art and contemporary art, and how this relates to personal expression.
- Practice verbal and written criticism.
- Utilize professional presentation of their artwork.
- Develop media literacy.

## Career Opportunities

Art majors select one of three concentrations. The General Studio concentration – in drawing, painting, ceramics, sculpture, photography or printmaking – prepares the student for a professional art career. Most students who select this option later pursue a Master of Arts degree and/or a Master of Fine Arts degree. The Teaching concentration offers a state-approved Single-Subject Matter Program providing courses required to enter a California teaching credential program in graduate school. The Graphic Design concentration provides a strong background for students who wish to enter the fields of advertising, illustration, other commercially oriented areas, or graduate school.

## Study Abroad Opportunities

Art students are strongly encouraged to expand their educational experience by studying off-campus for a semester. Opportunities may include a semester in Italy with Gordon College's *Italian Renaissance Art Program*, or a semester at Bass Lake with APU's *Great Works Program* or a semester in England with APU's *Oxford Program*. Students are advised to plan ahead for these semester away programs with their academic advisors.

## Departmental Policies

The following are policies that apply to all art major students:

- Students must successfully complete a portfolio review before progressing to upper-division classes. (The department secretary has review dates.)
- Students must mount an art show at the conclusion of their course work to prove proficiency in their selected art concentration.
- Students must maintain at least a 2.0 GPA in major courses to graduate as a department major.

## Requirements for the Art Major

**54 units**

Students should decide on an area of concentration by their junior year and notify the department chair.

### General Studio Concentration

**54 units**

#### Core Classes

**36 units**

ART	120	Introduction to Computer Graphics	3
ART	130	Two Dimensional Design	3
ART	145	Drawing I	3
ART	146	Painting I	3
ART	205	Ceramics I*	3
ART	210	Printmaking: Relief*	3
— or —			
ART	211	Printmaking: Serigraph*	3
ART	325	Postmodern Art Forms	3
ART	430	Applied Design	3
ART	450	Portfolio	3

Select three art history classes:

ART	354	Ancient Art History *	3
ART	355	Medieval/Renaissance Art History*	3
ART	356	History of Modern Art*	3
ART	357	Contemporary Art Trends*	3

### Art Electives

**15 units**

Select 15 units from the following courses: ART 135, ART 170, ART 206, ART 240, ART 250, ART 260, ART 270, ART 305, ART 306, ART 310, ART 311, ART 312, ART 340, ART 350, ART 360, ART 370, ART 390, ART 406, ART 440, ART 445, ART 460, ART 465, ART 470, ART 471, ART 475. Four of the courses should be upper division, **plus** one additional art elective class from below.

ART	311	Sculptural Objects and Functional Art	3
— or —			
ART	403	Multicultural Art*	3

**Teaching Concentration****54 units****Core Classes****45 units**

ART	100	Exploring the Visual Arts*	3
— or —			
ART	150	Introduction to Art*	3
ART	120	Introduction to Computer Graphics	3
ART	130	Two-Dimensional Design	3
ART	145	Drawing I	3
ART	146	Painting I	3
ART	151	Postmodern Art Forms	3
ART	205	Ceramics I*	3
ART	310	Fundamental Art Experiences*	3
— or —			
ART	312	Secondary Art: Methods, Materials, and Curriculum	3
ART	311	Sculptural Objects and Functional Art	3
ART	403	Multicultural Art*	3
— and —			
ART	430	Applied Design	3
ART	450	Portfolio	3

Select three art history classes:

ART	354	Ancient Art History *	3
ART	355	Medieval/Renaissance Art History*	3
ART	356	History of Modern Art*	3
ART	357	Contemporary Art Trends*	3

**Breadth Classes****select 9 units**

ART	200	Art and Science Integrations*	3
ART	206	Ceramics II	3
ART	210	Printmaking: Relief*	3
— or —			
ART	211	Printmaking: Serigraph*	3
ART	240	Figure Drawing and Painting	3
ART	250	Photography I	3
ART	170	Sculpture I	3
— or —			
ART	135	Three-Dimensional Design	3
ART	380	Graphic Design I	3

**Graphic Design Concentration****54 units****Core Classes****36 units**

ART	120	Introduction to Computer Graphics	3
ART	130	Two-Dimensional Design	3
ART	145	Drawing I	3
ART	220	Typography	3
ART	250	Photography	3



ART	356	History of Modern Art*	3
ART	380	Graphic Design I	3
ART	381	Graphic Design II	3
ART	382	Web Page Design I	3
ART	430	Applied Design	3
ART	450	Portfolio	3
CS	220	Introduction to Computer Science	4
— or —			
MKTG	361	Marketing Communication	3

\*Meets a general studies requirement.

### Breadth Classes

**18 units**

Select 18 units:

ART	146	Painting I	3
ART	211	Printmaking: Serigraph*	3
ART	240	Figure Drawing and Painting	3
ART	320	Computer Art and Illustration	3
ART	340	Drawing and Painting II	3
ART	350	Illustration	3
ART	357	Contemporary Art Trends*	3
ART	386	Multimedia I	3
ART	390	Three-Dimensional Animation I	3
ART	445	Studio Art Processes	3
ART	446	Computer Processes	3
ART	475	Internship	3
BUSI	360	Principles of Marketing	3
CS	225	Fundamentals of Computer Science	4
COMM	200	Understanding Mass Communication	3

**Requirements for the Art Minor****24 units**

ART	130	Two Dimensional Design	3
ART	145	Drawing I	3
ART	146	Painting I	3
One of the following:			
ART	205	Ceramics I*	3
ART	311	Sculptural Objects and Functional Art	3
ART	403	Multicultural Art*	3
One of the following:			
ART	354	Ancient Art History*	3
ART	355	Medieval/Renaissance Art History*	3
ART	356	History of Modern Art*	3
ART	357	Contemporary Art Trends*	3

**Art Electives****9 units**

\*Meets a general studies requirement.

An art concentration is available for liberal studies majors. See requirements under Department of Teacher Education.

**Course Descriptions****ART 100 Exploring the Visual Arts (3)**

This course explores the fields of drawing, painting, sculpture, architecture, printmaking, and lettering. Historical art with biblical themes is examined. Students create projects with various art materials. No previous art classes are required. Meets six hours weekly. *Meets general studies core requirement in Aesthetics and the Creative Arts.*

**ART 120 Introduction to Computer Graphics (3)**

This course is an introduction to computer design tools and technologies. Style and design principles will be explored to create, assemble, edit, and organize visual and textual media. The course is intended for students who desire more proficiency in computer graphics and visual art skills. Students gain experience using QuarkXPress, Adobe Illustrator, Adobe Photoshop, Microsoft Word, and Macromedia Dreamweaver. Meets six hours weekly.

**ART 130 Two-Dimensional Design (3)**

A variety of two-dimensional problem-solving experiences in composition is examined, using the elements and principles of design. Oral and written art criticism are employed. Students are required to supply art tools and materials. Meets six hours weekly.

**ART 135 Three-Dimensional Design (3)**

Basic spatial compositions are created to investigate concepts of form, light, texture, and motion, using a variety of materials such as cardboard, plaster, wood, plastic, and metal. Problems involving sculptural and environmental design concepts are studied. Meets six hours weekly. *Prerequisite: ART 130*

**ART 145 Drawing I (3)**

Basic drawing experiences introduce students to various means of visual expression. This studio class deals with concepts, techniques, and elements of line, value, form, and composition. Media provided by students include pencil, chalk, charcoal, ink, pastels, conté crayon, and sketch pad. Meets six hours weekly.

**ART 146 Painting I (3)**

Basic concepts and techniques of painting with acrylic and watercolor are taught in this class. Students consider various historical styles and formats to develop skills and appreciation of the media. Students are required to furnish art materials and tools. Meets six hours weekly. *Prerequisite: ART 145 or instructor s consent*

**ART 150 Introduction to Art (3)**

This lecture course introduces students to fine art, including a brief survey of the history of architecture, painting, and sculpture, directed toward an understanding of the forms and styles of art. In addition, studio experiences help students develop a personal art awareness. *Meets general studies core requirement in Aesthetics and the Creative Arts.*

**ART 170 Sculpture I (3)**

A beginning-level studio course in sculpture, this class is hands-on, utilizing wood, plaster, and clay. Historical and formal aspects are an integral part of the course.

**ART 200 Art and Science Integrations (3)**

This lab course consists of numerous field trips to varied ecosystems. Students draw, paint, and create art from nature. Historical models are referenced. Meets six hours weekly. *Meets general studies elective requirement for Aesthetics and the Creative Arts.*

**ART 205 Ceramics I (3)**

Students are introduced to clay, glazes, firing, and studio procedures through the production of hand-built and wheel-formed projects. There is an emphasis on basic functional forms and their historical precedents. Students purchase ceramics tools. Meets six hours weekly. *Meets general studies elective requirement for Aesthetics and the Creative Arts.*

**ART 206 Ceramics II (3)**

Students undertake intermediate projects in ceramics designed to increase basic skills and confidence on the potter's wheel. Meets six hours weekly. *Prerequisite: B or better in ART 205*

**ART 210 Printmaking: Relief (3)**

This studio course provides an introduction to the fine art of printmaking with an emphasis on relief techniques. Attention is given to the origins and development of printmaking in many cultures. Meets six hours weekly. *Meets general studies elective requirement for Aesthetics and the Creative Arts.*

**ART 211 Printmaking: Serigraph (3)**

This studio course provides an introduction to the fine art of printmaking with an emphasis on serigraph (silk-screen) techniques. Attention is given to the origins and development of serigraph in the 20<sup>th</sup> century. Meets six hours weekly. *Meets general studies elective requirement in Aesthetics and the Creative Arts.*

**ART 220 Typography (3)**

This studio art course investigates the history, development, and use of letterforms, with an emphasis on typography as a primary element in graphic design. Meets six hours weekly. *Prerequisites: ART 120 and ART 130*

**ART 240 Figure Drawing and Painting (3)**

This studio course focuses on rendering the human figure in drawing and painting media. Students are exposed to artwork and processes to stimulate their creative work and discover their personal expression. Meets six hours weekly. *Prerequisites: ART 130, ART 145, and ART 146*

**ART 250 Photography I (3)**

This studio course is an introduction to the fine art of photography with an emphasis on developing significant personal imagery. The course includes a brief history of photography, techniques of composing images, and exposing film. Students study basic black and white techniques and some alternative photography. Meets six hours weekly.

**ART 260 Photography II (3)**

This intermediate-level studio course is the further study in the fine art of photography with a continued emphasis on developing significant personal imagery. The course includes a study of current fine art photography, and creative and technical aspects of black and white photography as well as alternative processes. *Prerequisite: ART 250*

**ART 270 Sculpture II (3)**

This intermediate-level course emphasizes aesthetics and appropriate technologies for executing ideas. Students are involved with formulating a conceptual and technical basis for ongoing work. Meets six hours weekly. *Prerequisite: ART 170*



**ART 305 Ceramics III (3)**

Students create advanced projects in ceramics. Meets six hours weekly. *Prerequisites:* B or better in ART 206

**ART 306 Ceramics IV (3)**

Students create advanced projects in ceramics. Meets six hours weekly. *Prerequisites:* B or better in ART 305

**ART 310 Fundamental Art Experiences (3)**

This is an introductory studio art course designed to aid teachers at many grade levels through the use of art production, history, evaluation, and aesthetic valuing. Meets six hours weekly. *Meets general studies core requirement in Aesthetics and the Creative Arts.*

**ART 311 Sculptural Objects and Functional Art (3)**

This is a basic crafts course which introduces a variety of concepts and techniques using fiber, glass, wood, paper crafts, and power tools. Integration of function and aesthetics in contemporary design is emphasized. Meets six hours weekly.

**ART 312 Secondary Art: Methods, Materials, and Curriculum (3)**

Students study secondary curriculum and practices to learn effective and positive ways of providing a quality art program. Such issues as current trends, practices, aesthetic valuing, and classroom management are explored. Field trips may be required.

**ART 320 Computer Art and Illustration (3)**

This is an intermediate-level computer art class with projects in fine art, illustration, and graphics. QuarkXPress, Adobe Illustrator, and Adobe Photoshop are introduced. Meets six hours weekly. *Prerequisites:* ART 120, ART 130, or instructor's permission

**ART 325 Postmodern Art Forms (3)**

This studio course explores art techniques of the contemporary, postmodern age. Video, performance, and installation art are the three major art forms covered in the course. Meets six hours weekly. *Prerequisites:* ART 130, ART 135

**ART 340 Drawing and Painting II (3)**

Students investigate a personal approach to drawing and painting in various media, using a variety of techniques. Emphasis is on independent exploration to prepare students for careers in studio art. Meets six hours weekly. *Prerequisites:* B or better in ART 130 and ART 240

**ART 350 Illustration (3)**

This course explores wet and dry media techniques and uses of illustration, rendering, and personal expression for the art major with a concentration in graphic design. Meets six hours weekly. *Prerequisite:* ART 145

**ART 354 Ancient Art History (3)**

This lecture class surveys architecture, painting, and sculpture created from prehistoric times to the 12<sup>th</sup> century. Art from the Middle East, Africa, the Americas, Asia, and Europe are examined. *Meets general studies core requirement in Aesthetics and the Creative Arts.*

**ART 355 Medieval/Renaissance Art History (3)**

Students study sculpture, painting, and architecture created around the world from 1100-1800. *Meets general studies core requirement in Aesthetics and the Creative Arts.*

**ART 356 History of Modern Art (3)**

This course provides a study of painting, sculpture, and architecture from 1800-1945. Course work is directed toward an understanding of the various styles and movements of modern art as they are influenced by the social, political, and spiritual environment, and as they, in turn, influence visual perception and aesthetic taste in the modern age. *Meets the general studies core requirement for Aesthetics and the Creative Arts. Also meets upper-division writing intensive course requirement.*

**ART 357 Contemporary Art Trends (3)**

This is a lecture class that includes the study of the history of painting, sculpture, and architecture created from 1945 to the present. This class explores the transition in art from Modernism to Postmodernism. Field trips to local galleries and museums allow students to experience current art in Southern California. *Meets general studies core requirement for Aesthetics and the Creative Arts.*

**ART 360 Photography III (3)**

This advanced-level studio course provides further study in the fine art of photography with a continued emphasis on developing significant personal imagery. The course includes study of current fine art photography, and creative and technical aspects of black and white photography as well as alternative processes. Meets six hours weekly. *Prerequisites: ART 250 and ART 260*

**ART 370 Sculpture III (3)**

This is a three-dimensional studio course utilizing wood, plaster, metals, and clay. Historical aspects are an integral part of the course. Meets six hours weekly. *Prerequisite: ART 270*

**ART 380 Graphic Design I (3)**

This studio course provides an introduction to graphic design in visual communication, advertising, and creative arts. Attention is given to the history and development of visual communications. Studies address the primary elements and principles of design working with photography, typography, and illustration. Projects allow students to creatively integrate both traditional and digital art production techniques. Meets six hours weekly. *Prerequisites: ART 120, ART 130, and ART 220*

**ART 381 Graphic Design II (3)**

This studio course is for the advanced graphic design student. Students explore the professional practices of the design industry, including team projects, designer/client relationship, pricing and billing, and development of a design portfolio. Class meets six hours weekly. *Prerequisite: B or better in ART 380*

**ART 382 Web Page Design I (3)**

This course provides an introduction to Internet basics using Internet browsers. Students design graphics and prepare images and media for effective use on the World Wide Web. Students learn HTML (Hyper Text Markup Language) to create Web pages. Meets six hours weekly. *Prerequisite: ART 120, ART 130, ART 380, or instructor's permission*

**ART 386 Multimedia I (3)**

This course provides an introduction to multimedia to prepare students to integrate media assets such as video, graphics, three-dimensional design, sound, and authoring tools to develop interactive presentations for CD-ROM and Internet distribution. Meets six hours weekly. *Prerequisites: ART 120, ART 130, ART 380, and COMM 200*

**ART 390 Three-Dimensional Animation I (3)**

This studio course provides the student with the fundamental techniques in the area of computer three-dimensional animation. It gives a hands-on approach to the art and science of modeling, layout, and motion in a three-dimensional environment. Meets six hours weekly. *Prerequisites: ART 220 and ART 320*

**ART 403 Multicultural Art (3)**

This is a hands-on class using mixed media to introduce students to arts and crafts from around the world. Art created by American minority artists is also considered. Meets six hours weekly. *Meets general studies core requirement for Aesthetics and the Creative Arts.*

**ART 406 Ceramic Studio Processes (1-3)**

This course for the advanced student potter tailors experiences to meet the individual student's goal as a professional studio potter or ceramics instructor. It may be repeated for six units total. *Prerequisite: instructor's permission*

**ART 430 Applied Design (1-4)**

This is an individualized course for advanced students with an interest in sculpture, crafts, graphics, illustration, and/or environmental design. It may be repeated for six units total.

*Prerequisites: advanced study in the area of specialization and department chair's permission*

**ART 431 Gallery Design (3)**

This senior-level studio course is an in-depth study of professional gallery design and the execution of the senior exhibition. Class meets six hours per week.

**ART 440 Drawing and Painting III (3)**

This course provides the student with additional advanced projects within the context of a major theme. A personal style is encouraged. The student is directed to develop his/her own structure for semester work. Meets six hours weekly. *Prerequisite: ART 340*

**ART 445 Studio Art Processes (1-3)**

This studio course for the advanced general studio art major tailors experiences to meet the individual student's goal as a professional artist. It may be repeated for six units total.

*Prerequisite: instructor's permission*

**ART 446 Computer Processes (1-3)**

This course for the advanced graphic design art major tailors experiences to meet the individual student's goal as a graphic designer. It may be repeated for six units total.

*Prerequisite: instructor's permission*

**ART 450 Portfolio (3)**

This is a required laboratory class for all senior art majors. It consists of portfolio preparation, art philosophy statements, gallery contracts and contacts, graduate school options, business networking, and the role of the Christian artist in today's culture. Meets six hours weekly.

**ART 460 Photography IV (3)**

This advanced-level studio course offers further study in the fine art of photography with a continued emphasis on developing significant personal imagery. The course includes study of current fine art photography, and creative and technical aspects of black and white photography as well as alternative processes. Meets six hours weekly. *Prerequisites: ART 250, ART 260, and ART 360*

**ART 465 Photographic Processes (1-3)**

This studio course for the advanced general studio art major with an emphasis in photography, tailors experiences to meet the individual student's goal as a professional photographer. It may be repeated for six units total. Meets six hours weekly. *Prerequisite: instructor's permission*

**ART 470 Sculpture IV (3)**

This senior-level studio course concentrates on independent creativity, individual development, mastery of materials and processes, and the production of professional quality sculpture. Meets six hours weekly. *Prerequisite: ART 370*

**ART 471 Sculptural Processes (1-3)**

This studio course for the advanced general studio art major with an emphasis in sculpture tailors experiences to meet the individual student's goals as a professional sculptor. It may be repeated for six units total. Meets six hours weekly. *Prerequisite: instructor's permission*

**ART 475 Art Internship (1-4)**

Art majors participate in volunteer positions directly linked to their area of concentration for on-site experience. *Prerequisites: junior or senior standing and department chair's approval*

**ART 496 Senior Seminar: Art Ethics (3)**

This course examines ethical issues in the contemporary art world from a Christian perspective. Included is the examination of ethical dilemmas faced by artists in today's postmodern culture. *Meets the general studies requirements of a Senior Seminar. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; and completion of the majority of course work in the major*

**ART 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

**ART 498 Directed Research (1-4)**

This course provides instruction in research design and techniques, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

**ART 499 Thesis/Project (1-4)**

A senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication is offered. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in a formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

**Humanities****HUM 223/323 Humanities Seminar III: Aesthetics (4)**

A study of the creative process and of selected aesthetic masterpieces in a variety of cultures and genres from a specified historical era. Taught by a faculty tutor in an integrative, interdisciplinary fashion in conjunction with one or more other Humanities Seminar(s). HUM 223 and HUM 323 may not be taken concurrently, and additional work is required in HUM 323. This course may be repeated once for credit as the topic varies. *Meets the general studies core requirement in Aesthetics and the Creative Arts. Offered only at the Yosemite site.*

*For a description of other courses offered by various departments, please consult that section of the catalog.*

# Department of Biology and Chemistry

## Faculty

*Chair and Associate Professor: Lester C. Eddington, C. Phil.*

*Professors: David Cherney, Ph.D.; Scott Kinnes, Ph.D.; James Rodgers, Ph.D.; Bruce Spalding, Ph.D.; James White, Ph.D.*

*Associate Professor: Cahleen Shrier, Ph.D.*

*Assistant Professors: Jon Milhon, Ph.D.; Heli Nikkila, Ph.D.; Willetta Toole Simms, Ph.D.*

*Lecturers (part time): Ross Biederman, DPM; Wayne Bowden, MD; John Dobrenen; David Hansen, DC; M. Kamper, M.S.; Carolyn Kinnes, Ph.D.; Cynthia Kline, M.A.; Joseph Mintah, Ph.D.; Dorothy Marshall; Richard Ong, Ph.D.; Poli Petridis, M.S.; Matt Sanders, M.S.; Lisa Sommers, M.A.; Eric Sorensen, M.A.; Shawn Thompson, Ph.D.; Thomas Walters, Ph.D.; Vicky Wong, Ph.D.*

*Laboratory Manager: Sarah Fiala, B.S.*

*Laboratory Technicians: Mary Der Mousesian, B.S.; Paul Spielman, B.S.*

## Department Overview

Students can earn the Bachelor of Arts in Biology, Chemistry, Biochemistry, and Natural Science. A Bachelor of Science can be obtained in Applied Health, Biology or Chemistry. Bachelor of Science in Biology or Chemistry degrees are obtained by adding a minor in biology, chemistry, mathematics, physics, or computer science to the requirements for the B.A. degree. The requirements for a B.S. in Biochemistry are described under the requirements for that major.

## Departmental Policies

The following are policies that apply to all majors and minors offered by the department:

- Students must maintain at least a *C* grade in all required science and math courses.
- Students must complete all prerequisites for a course, with a *C* or better, before taking the course.
- All majors are required to take the BIOL 496 Senior Seminar: Ethics and the Sciences to meet their general studies Senior Seminar course requirement.
- While courses required of the major may be taken at other accredited institutions, both lecture and laboratory components must be taken at the same institution.
- Students missing more than three labs per course per semester receive an automatic *F* in the course.
- A portfolio is required in all of the majors.

- It is strongly recommended that freshmen in all biology majors (including biochemistry) take General Chemistry and General Biology the first year and that chemistry majors start with General Chemistry and Calculus the first year. Should the math competency placement exam require Algebra of the student, then that class should be taken the first year and a five year program may be indicated.

Regarding upper-division electives required for each major:

- At least one three- or four-unit course must be taken.
- Not more than two one-unit courses may be taken for elective credit.
- Students may take up to three units of research and independent study credits for elective credit in the major.
- BIOL 497 MCAT Review, BIOL 325 Humans and the Environment, BIOL 330 Gender Differences, and BIOL 400 Science and Children may not be taken to meet upper-division elective requirements in the major.

Students may petition for exemptions by submitting the Department of Biology and Chemistry Petition form to the department's Policy Committee.

## Biology

### Introduction

A well-balanced complement of courses in the field of biology is offered to provide solid academic training for the student who wishes to major in this area. The biology faculty stimulates the created "senses" of curiosity and creativity within each student and employs basic scientific knowledge in the practical solutions of problems related to living organisms and in understanding the wonders of God's world.

### Biology Objectives

A student majoring in biology with a B.A. or B.S. will be able to:

- Demonstrate a traditional biology knowledge base appropriate for entry into an accredited graduate program in the field.
- Apply the scientific method and appropriate biological knowledge and theories to issues such as environmental stewardship, medical ethics, and biotechnology.
- Relate themes of Christian faith to the diverse functioning of organisms and their relationships to the natural world.

### Career Opportunities

Students majoring or minoring in biology may become elementary or secondary school science teachers or technicians in conservation, agriculture, food or health sciences, university research laboratories, or hospitals. The major also prepares the student for studies leading to graduate professional degrees in medicine, dentistry, optometry, bio-medical research, or university teaching positions. The applied health major is especially pertinent for those desiring to matriculate into a physical therapy or physician's assistant program. For information on the premedical, pre dental, or preveterinarian emphases, see the appropriate sections in the academic programs portion of this catalog.

### Requirements for the Biology Major

<b>Chemistry</b>			<b>74 units</b>
			<b>18 units</b>
CHEM	151**/152	General Chemistry*	4,4
CHEM	251/252	Organic Chemistry	4,4
CHEM	261/262	Organic Chemistry Lab	1,1

<b>Mathematics</b>		<b>6 units</b>
MATH	151/152 Applied Calculus I, II	3,3

<b>Physics</b>		<b>8-10 units</b>
PHYC	100 Conceptual Physics***	(2)
PHYC	201**/202 Fundamentals of Physics*	4,4

— or —

PHYC	251**/252 General Physics	5,5
------	---------------------------	-----

<b>Biology</b>		<b>42 units</b>
----------------	--	-----------------

BIOL	151 General Biology I/**	4
BIOL	152 General Biology II*	4
BIOL	220 General Microbiology	4
BIOL	280 Cell and Molecular Biology	4
BIOL	300 Genetics	4
BIOL	320 Ecology**	4
BIOL	350 Mammalian Physiology	4
BIOL	336 Vertebrate Biology	4
BIOL	496 Senior Seminar: Ethics and the Sciences**	3

	Upper-Division Biology Electives	7
--	----------------------------------	---

<b>Requirements for the Biology Minor</b>		<b>28 units</b>
---	--	-----------------

The minimum prerequisites for this program include one year of high school chemistry, one year of high school biology, and two years of high school algebra. Students must have received a grade of *C* or better in each of the courses.

<b>Lower-Division Requirements</b>		<b>20 units</b>
------------------------------------	--	-----------------

Each student must take the following and must receive a grade of *C* or better before being allowed to continue the minor:

BIOL	151 General Biology I/**	4
BIOL	152 General Biology II*	4
CHEM	151 General Chemistry I**	4
CHEM	152 General Chemistry II	4
BIOL	115 Anatomy and Physiology	4
— or —		
BIOL	220 General Microbiology	4

<b>Upper-Division Electives</b>		<b>12 units</b>
---------------------------------	--	-----------------

Choice of electives must be approved by the Department of Biology and Chemistry.

\*This course may be waived with an appropriate Advanced Placement test score.

\*\*Meets a general studies requirement. Required of all science majors.

\*\*\*Required if no high school physics has been taken; does not count toward major.

## Applied Health

### Introduction

This major is especially designed for those students desiring to matriculate into a physical therapy program. It is also the major of choice for entry into allied health career or master's level programs, such as physician's assistant, pharmacy, sports medicine, and chiropractic medicine.

A student majoring in applied health will be able to:

- Matriculate into graduate programs in physical therapy, physician's assistant, and/or other programs in the allied health areas.
- Apply scientific knowledge to the subject areas of biology, anatomy, physiology, and associated scientific disciplines.
- Qualify as a student practitioner in appropriate health care fields.
- Integrate a Christian worldview within the science disciplines.

### Requirements for the Applied Health Major

**66 units**

All applied health majors must complete the following core classes and choose one of the emphasis areas.

Note: Entry requirements differ among graduate schools. Students are responsible to contact the graduate schools in which they are interested during their junior year to determine these requirements.

#### Required Core Courses

**35 units**

BIOL	151	General Biology I*	4
BIOL	220	General Microbiology	4
BIOL	280	Cell and Molecular Biology	4
BIOL	300	Genetics	4
BIOL	496	Senior Seminar: Ethics and the Sciences**	3
CHEM	151**/152	General Chemistry	4,4
PHYC	201**/202	Fundamentals of Physics	4,4

#### Physical Therapy Emphasis

**30 units**

BIOL	250	Human Anatomy	4
BIOL	251	Human Physiology	4
BIOL	326	Neurobiology	4
CHEM	240	Introduction to Organic and Biochemistry	4
PSYC	290	Human Growth and Development **	3
PSYC	350	Applied Statistics	3
PSYC	360	Abnormal Psychology	3
AT	160	First Aid and CPR	2
PE	364	Kinesiology	3

#### Physician's Assistant Emphasis

**31 units**

BIOL	250	Human Anatomy	4
BIOL	251	Human Physiology	4
BIOL	342	Medical Microbiology	3
— or —			
BIOL	420	Advanced Topics in Physiology	3
BIOL	3xx-4xx	Biology Elective	4



CHEM	251/252	Organic Chemistry	4/4
CHEM	261/262	Organic Chemistry Lab	1/1
MATH	151/152	Applied Calculus	3/3

\*This course may be waived with an appropriate Advanced Placement test score.

\*\*Meets a general studies core requirement.

### **Business Emphasis**

**28 units**

BIOL	152	General Biology II*	4
CHEM	240	Introduction to Organic and Biochemistry	4
UNRS	113	Pharmacology	1
BUSI	120	Principles of Accounting	4
BUSI	250	Principles of Economics	3
BUSI	330	Financial Marketing	3
BUSI	340	Principles of Organizations and Management	3
BUSI	350	Business Internship	3
BUSI	405	Business Report Writing	3

\*This course may be waived with an appropriate Advanced Placement test score.

## **AuSable Institute of Environmental Studies**

The AuSable Institute serves evangelical Christian colleges by offering environmental studies in Southern Michigan's forests, wetlands, lakes, and rivers. Azusa Pacific University students may attend the institute because of APU's involvement with the Council for Christian Colleges and Universities and receive credit for courses taken there with prior approval. Please see the campus biology faculty representative for further information.

## **Biochemistry**

### **Introduction**

The Department of Biology and Chemistry offers an interdisciplinary major in biochemistry. The requirements for the B.S. are the same as the B.A. except the year sequence of MATH 251/252 Calculus is substituted for MATH 151 Applied Calculus. In addition, CHEM 401/402 Physical Chemistry and CHEM 461 Inorganic and Bioorganic Chemistry (pending) are taken in place of the six units of upper-division electives.

### **Biochemistry Objectives**

A student majoring in biochemistry with a B.S. or B.A. will be able to:

- Demonstrate a traditional knowledge base of biology and chemistry and associated science cognate areas.
- Relate theories, problem-solving techniques, laboratory applications, and instrumentation procedures to this field of study.
- Relate laboratory techniques and knowledge to modern chemical and molecular biology fields.
- Integrate a Christian worldview within the science disciplines.

### **Career Opportunities**

This major serves pre-allied health students, as well as others who desire a current molecular emphasis in their major. It contains a basic core of chemistry and biology courses as well as classes that are cross-disciplinary in nature, such as biochemistry, physiology, and cell and molecular biology. The student enjoys the freedom to choose biology or chemistry electives while keeping the total major units required for graduation at a reasonable level. This major is especially appropriate for students seeking a career in

a laboratory research area such as biotechnology; graduate study in biochemistry or the biological sciences; chemistry-, pharmacy-, or medical-related studies; or education. The Association of American Medical Colleges has indicated that biochemistry undergraduates enjoy one of the highest acceptance rates for medical schools of the science major categories.

<b>Requirements for the Biochemistry Major</b>			<b>78 units</b>
<b>Chemistry</b>			<b>22 units</b>
CHEM	151**/152	General Chemistry I, II*	4,4
CHEM	251/252	Organic Chemistry – Theory	4,4
CHEM	261/262	Organic Chemistry – Lab	1,1
CHEM	300	Quantitative Analysis – Theory	2
CHEM	310	Quantitative Analysis – Lab	2

\*This course may be waived with an appropriate Advanced Placement test score.

\*\*Meets a general studies requirement.

<b>Biology</b>			<b>27 units</b>
BIOL	151**/152	General Biology I, II*	4,4
BIOL	220	General Microbiology	4
BIOL	280	Cell and Molecular Biology	4
BIOL	300	Genetics	4
BIOL	350	Mammalian Physiology	4
BIOL	496	Senior Seminar: Ethics and the Sciences**	3

<b>Math/Physics</b>			<b>14 units</b>
MATH	151/152	Applied Calculus I,II*	3,3
PHYC	100	Conceptual Physics***	(2)
PHYC	201/202	Fundamentals of Physics*	4,4

<b>Biochemistry</b>			<b>15 units</b>
BIOL	380/381	Biochemistry	4,4
Upper-Division Biology/Chemistry Electives			6
Research/Department Seminar			1

\*This course may be waived with an appropriate Advanced Placement test score.

\*\*Meets a general studies requirement.

\*\*\*Required if high school physics has not been taken; does not count toward major.

## Chemistry

### Introduction

Chemistry has been called the “central science” because an understanding of it is necessary for study in the fields of biology, astronomy, earth science, and physics. Chemistry is fundamental to interdisciplinary fields such as biochemistry, ecology, medicine, pharmacology, and environmental toxicology. The department offers the courses CHEM 101 Introduction to Chemistry and CHEM 105 Citizen Chemistry, which meet general studies requirements and educate the student not only in basic chemical principles, but also in how chemistry impacts the planet.

The core requirements of the chemistry major are a year each of general chemistry, organic chemistry, analytical chemistry (Quantitative Analysis and Instrumental Analysis), and physical chemistry. The remainder of the requirements give the student a foundation in

related fields and provide breadth. In addition to classroom requirements, it is strongly recommended that students complete a special project during their junior or senior year. This may involve collaboration with one of the science faculty in a research project, off-campus internship in industry, or a project in which students pursue one of their own ideas.

## Chemistry Objectives

A student majoring in chemistry with a B.A. or B.S. will be able to:

- Apply basic knowledge, theories, and mathematical problem-solving approaches to this field.
- Demonstrate traditional chemistry instrumentation and laboratory applications.
- Relate modern discoveries in medicine, pharmacology, toxicology, and foods to applications in industry, waste management, and environmental issues.
- Matriculate into graduate programs in medicine, biochemistry, and research.

## Career Opportunities

The chemistry major is excellent preparation for graduate school in chemistry, biochemistry, and environmental studies. Students who attend graduate school and obtain a master's or doctoral degree may find employment at a university or in the private or government sectors. The chemistry major is also excellent for students planning to attend professional school in medicine, dentistry, veterinary medicine, medical technology, forensic science, and pharmacology.

Examples of employment which students may seek immediately after graduation include entry-level positions as a research or laboratory technician, in governmental or industrial technical support, in management (when coupled with a major or minor in business administration), or in teaching at the secondary level (especially when completed in conjunction with the natural science major). It is highly recommended that students desiring employment immediately after graduation complete an internship in the private or government sector before graduation.

## Requirements for the Chemistry Major

### Chemistry

**63 units**

**43 units**

CHEM	151**/152	General Chemistry I, II*	4,4
CHEM	300	Quantitative Analysis – Theory	2
CHEM	310	Quantitative Analysis – Lab	2
CHEM	320	Instrumental Analysis – Theory^	3
CHEM	330	Instrumental Analysis – Lab^	1
CHEM	251/252	Organic Chemistry – Theory	4,4
CHEM	261/262	Organic Chemistry – Lab	1,1
CHEM	401	Thermodynamics	3
CHEM	402	Kinetics and Quantum Mechanics	3
CHEM	461	Inorganic and Bioorganic Chemistry (pending)	3
BIOL	496	Senior Seminar: Ethics and the Sciences	3
Upper-Division Chemistry Elective			3

*Choose one from:*

CHEM	497	Readings	1-4
CHEM	498	Directed Research	1-4

### Mathematics

**9 units**

MATH	251/252	Calculus I, II*	5,4
------	---------	-----------------	-----

<b>Physics</b>			<b>8-10 units</b>
PHYC	100	Conceptual Physics ***	(2)
PHYC	201**/202	Fundamentals of Physics*	4,4
— or —			
PHYC	251**/252	General Physics	5,5

<b>Computer Science Elective</b> (200 level or above)	<b>3 units</b>
--	----------------

\*This course may be waived with an appropriate Advanced Placement test score.

\*\*Meets a general studies requirement.

\*\*\*Required if high school physics has not been taken; does not count toward major.

^CHEM 320 and CHEM 330 together meet the general studies upper-division writing requirement.

<b>Requirements for the Chemistry Minor</b>	<b>25 units</b>
CHEM 151**/152	General Chemistry I, II* 4,4
CHEM 300	Quantitative Analysis – Theory 2
CHEM 310	Quantitative Analysis – Lab 2
CHEM 251/252	Organic Chemistry – Theory 4,4
CHEM 261/262	Organic Chemistry – Lab 1,1
Upper-Division Chemistry Elective	3

\*This course may be waived with an appropriate Advanced Placement test score.

\*\*Meets a general studies requirement.

## Natural Science

### Introduction

The natural science major is Azusa Pacific University's state-certified program which leads to the Single-Subject Teaching Credential in Science. This program is for students planning a career in teaching science at the secondary level. All students must complete a set of core requirements and then specialize in biology or chemistry.

### Natural Science Objectives

A student majoring in natural science will be able to:

- Demonstrate subject matter expertise by qualifying for a single-subject science credential in secondary education.
- Show knowledge of a broad range of science disciplines necessary for mastery within the science education area.
- Combine educational theory and practice with ethical considerations of biological-, medical-, and health-related issues.
- Integrate a Christian worldview within the science disciplines.

### Career Opportunities

Students choosing the natural science major often pursue a career in teaching science at the secondary level. However, other students who may find this major interesting are those who desire a broad, but intensive, background in the sciences; and those who desire the freedom to explore a wide range of scientific knowledge. Although the unit load seems heavy at first glance, many of the required courses also count for general studies credit and thus allow the student freedom in choosing electives. The total number of science and math units required are 61-64 units, depending on the options taken. This is fewer than any other science major except chemistry. It is, therefore, possible to carry a double major by taking some course work in the summer which opens up other career options.

**Requirements for the Natural Science Major****72-77 units**

In addition to the following requirements, students must keep a portfolio during their time at the university. This portfolio must be examined by the student's academic advisor at least once a year and conform to departmental guidelines.

**Core Courses****54-56 units**

All students must complete the following core courses:

**Breadth Courses****32 units**

BIOL	151**/152	General Biology I, II*	4,4
CHEM	151**/152	General Chemistry I, II*	4,4
PHYC	100	Conceptual Physics***	(2)
PHYC	180	Earth Science**	4
PHYC	190	Introduction to Astronomy**	4
PHYC	201**/202	Fundamentals of Physics I, II*	4,4

**General Studies and Other Required Courses****15 units**

BIOL/CHEM	090	Practicum in Laboratory Safety	0
BIOL	496	Senior Seminar: Ethics and the Sciences**	3
EDUC	405	Diversity in the Classroom**	3
PHIL	390	Philosophy of Science**	3
POLI	150	American Government**	3
PSYC	290	Human Growth and Development**	3

**Related Math and Science Courses 7-10 units**

For students taking the biology specialization:

CHEM	240	Introduction to Organic and Biochemistry	4
MATH	151	Applied Calculus*	3
— or —			
MATH	360	Probability and Statistics	3
— or —			
PSYC	350	Applied Statistics	3

For students taking the chemistry specialization:

MATH	251/252	Calculus I, II*	5,4
------	---------	-----------------	-----

**Specialization Courses****21-24 units**

Students must complete one of the following specializations:

**Biology Track****24 units**

BIOL	251	Human Physiology	4
— or —			
BIOL	350	Mammalian Physiology	4
BIOL	280	Cell and Molecular Biology	4
BIOL	300	Genetics	4
BIOL	320	Ecology^	4
BIOL	336	Vertebrate Biology	4
BIOL	365	Plant Biology	4

<b>Chemistry Track</b>			<b>21-23 units</b>
CHEM	300	Quantitative Analysis – Lecture	2
CHEM	310	Quantitative Analysis – Lab	2
CHEM	401	Thermodynamics	3
CHEM	402	Kinetics and Quantum Mechanics	3

\*This course may be waived with an appropriate Advanced Placement score.

\*\*Meets a general studies requirement.

\*\*\*Required if high school physics has not been taken; does not count toward major.

^ Meets a general studies upper-division writing requirement.

*Choose from:*

CHEM	251/252	Organic Chemistry – Lecture	4,4
CHEM	261/262	Organic Chemistry – Lab	1,1
— or —			
CHEM	240	Introduction to Organic and Biochemistry	4
CHEM	380/381	Biochemistry I, II	4,4

## Course Descriptions

### Biology

#### **BIOL 090 Laboratory Safety (0)**

This course provides an introduction to federal, state, and local regulations, material safety data suggestions, chemical hygiene plan, labels, equipment, spill response, and proper handling and disposal of chemicals as related to an academic laboratory.

#### **BIOL 101 Fundamentals of Biology (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This basic course covers the themes of cell biology, genetics, ecology, evolution, and human biology. It promotes an appreciation for the unification and interdependence of all life. *Meets general studies core requirement in Nature. It is not applicable for biology majors.*

#### **BIOL 115 Anatomy and Physiology (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This is an introductory course in the principles of anatomy and physiology as they relate to the structure and function of the living human body. It is designed for physical education majors. *It is not applicable to biology or nursing majors. Prerequisite: BIOL 101 or BIOL 151*

#### **BIOL 151 General Biology I (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS; DISCUSSION/QUIZ, 1 HOUR

Principles of cell structure and function, genetics, development, reproduction, and animal systems biology are covered in this introductory course. There is a laboratory emphasis on the investigative approach and experimental techniques of biology. *Meets general studies core requirement in Nature. Prerequisite: BIOL 101 or high school biology*

#### **BIOL 152 General Biology II (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This second-semester course deals with behavior, evolution, plant and animal diversity of life, plant biology, and introduction to ecology. There is a laboratory emphasis on plant and animal biology. *Prerequisite: BIOL 151*

#### **BIOL 220 General Microbiology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

The fundamental principles and techniques of microbiology, with emphasis on the role of microorganisms in disease, immunity, and food production, are the focus of this course. *Prerequisite: CHEM 111 or CHEM 152*

**BIOL 250 Human Anatomy (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This is an intensive course in human anatomy using the systemic approach. Lab exercises utilize human cadaver dissections. *Prerequisite: BIOL 101 or high school biology*

**BIOL 251 Human Physiology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course deals with how human organ systems function and maintain homeostasis. Laboratory exercises include biomedical instrumentation. *Prerequisite: BIOL 250, CHEM 111, or CHEM 151*

**BIOL 280 Cell and Molecular Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS; DISCUSSION/QUIZ, 1 HOUR

This course covers a theoretical approach to cellular and molecular biology, including ultra structure, cytology, metabolism, and molecular genetics. Laboratory emphasis is given to electron microscopy, centrifugation, and DNA and protein electrophoresis. *Prerequisites: BIOL 220, and CHEM 240 or CHEM 251*

**BIOL 300 Genetics (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

Principles of heredity, including Mendelian, cytogenetics, population theory, human medical genetics and gene regulation, classical laboratory experimentation, and modern molecular biology techniques, are covered. *Prerequisite: BIOL 280*

**BIOL 320 Ecology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course provides an understanding of the relationship of plants and animals to their environment with particular consideration given to distribution, communities, and population analysis. *Meets general studies upper-division writing intensive course requirement. Prerequisite: BIOL 152*

**BIOL 325 Humans and the Environment (4)**

Through lecture and lab experience students study the historical, biblical, and scientific aspects of the environment with particular emphasis on the impact of humans on God's world. Students explore a variety of environmental aspects related to economics, global studies, and missiology in individual studies/papers. *Meets general studies core requirement in Nature. Does not apply for biology major credit.*

**BIOL 326 Neurobiology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

Students undertake a detailed study of the structure and function of animal nervous systems. Special emphasis is given to the anatomy and neurophysiology of reflexes, motor pathways, senses, and neurological diagnosis. This course is designed for students oriented toward the health sciences. *Prerequisite: BIOL 280*

**BIOL 330 Gender Differences (3)**

LECTURE/DISCUSSION, 3 HOURS

This course examines in detail differences in gender. Realizing gender differences are related to one's chronological age, these differences are studied from the biological, psychological, sociological, and theological perspectives and understood that each perspective influences the others. *Meets general studies elective requirement for Nature. Does not apply for biology major credit.*

**BIOL 336 Vertebrate Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course provides a comprehensive survey of the natural history, anatomy, and systematics of vertebrate animals – fish, amphibians, reptiles, birds, and mammals. *Prerequisite: BIOL 152*

**BIOL 340 Invertebrate Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

The classification, natural history, and functional morphology of invertebrate phyla are studied. *Prerequisite: BIOL 152*

**BIOL 342 Medical Microbiology (3)**

This lecture course emphasizes the importance of microbiology to medicine as well as to applied areas of science. The spectrum of infectious agents, host response, current diagnostic methodologies, and recent advances/problems in diagnosis and treatment are covered.

*Prerequisite: BIOL 220*

**BIOL 350 Mammalian Physiology (4)**

LECTURE, 3 HOURS; DISCUSSION, 1 HOUR; LAB, 3 HOURS

This course offers an analysis of physiological mechanisms in animals with emphasis on the function at the organ systems level. This course is appropriate for those preparing for medical school and related graduate study. Introductory experiences applying physiological principles to clinical medicine are covered. *Prerequisite: BIOL 280*

**BIOL 365 Plant Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course introduces botanical research topics, including plant classification, genetics, structure and function, growth and development, and evolution and ecology. It integrates themes and processes of the California State Science framework. *Prerequisite(s): BIOL 101, or BIOL 151 and BIOL 152*

**BIOL 370 Prosection (1)**

Students are introduced to the human body through gross dissection and demonstration of selected portions of a human cadaver. This course requires 30 hours of laboratory. *Prerequisite: instructor's consent*

**BIOL 380 Biochemistry I (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

Students gain a systematic and theoretical study of the biochemical activities of living cells in this course. It is an introduction to the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. *Prerequisite: CHEM 252*

**BIOL 381 Biochemistry II (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course is a continuation of BIOL 380 Biochemistry I. *Prerequisite: BIOL 380*

**BIOL 390 Premedical Practicum (1)**

This course provides credit for professionally supervised observation, demonstration, and study in a local medical, dental, or laboratory facility. Students are introduced to health care philosophies, hospital and patient routines, instrumentation/computer, and specific treatment practices. A case study and research paper may be required. This course requires 30 hours of observation. *Prerequisites: BIOL 220, CHEM 151, and the department chair's consent*

**BIOL 391 Medical Missions Practicum (1)**

LECTURE/DISCUSSION, 1 HOUR

This course offers a practicum experience for students preparing for a career in the medical-/health-related sciences. Didactic medical-clinical instruction in first aid, assessment, and medical history is emphasized. Students gain practical field experience as "Team Luke" members with Mexico Outreach. *Prerequisite: BIOL 101, BIOL 151, or BIOL 250*

**BIOL 400 Science and Children (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This course is designed for liberal studies majors interested in obtaining a Multiple-Subject Teaching Credential. It assists the student in developing knowledge and skill in science content for teaching science concepts and processes emphasized in the California State Science Framework, K-6. *Not applicable for biology majors.*

**BIOL 410 Molecular Biology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course covers the traditional molecular biology curriculum which includes transcription, translation, and gene expression in both prokaryotes and eukaryotes. Lecture includes theory on key molecular techniques. Laboratory exercises emphasize current techniques in molecular biology such as molecular cloning, blotting, PCR, and assays of gene expression. *Prerequisite: BIOL 280*



**BIOL 420 Topics in Advanced Physiology (3)**

LECTURE/DISCUSSION, 3 HOURS

This is an "umbrella-type" course and a vehicle for various topics within physiology to be offered. All address homeostatic regulation mechanisms, case studies of malfunctioning, and the basic mechanisms of normal functioning within body systems. *Prerequisites: advanced standing and instructor s permission*

**BIOL 435 Stewardship Ecology (3)**

The history of humankind's view of nature and the resulting treatment of nature that arise from such views are examined. The biblical approach known as stewardship ecology is developed and supported as a foundation for the student's approach to this field.

**BIOL 440 Developmental Biology (3)**

LECTURE/LAB/DISCUSSION, 3 HOURS

This is a study of the origin, morphology, and chemical control of developing germ layers, tissues, and systems of the body. *Prerequisite: BIOL 152*

**BIOL 445 Environmental Internship (2)**

LAB/DISCUSSION, 6 HOURS

Senior students are given the opportunity to apply academic knowledge to real-world situations through time spent working with various environmentally oriented organizations and businesses.

**BIOL 450 Histology (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

This course teaches the structure and function of animal tissues. Emphasis is on preparation and recognition techniques of cell and tissue structure. *Prerequisite: BIOL 280*

**BIOL 454 Electron Microscopy for Biological Sciences (2)**

This lecture course deals with theory and principles of various microscopy methods, with emphasis given to electron optics, specimen preparation, and operation of transmission and scanning electron microscopes and ultrastructure analysis. *Prerequisite: PHYC 201, PHYC 202, or instructor s consent*

**BIOL 455 Laboratory in Electron Microscopy (2)**

This companion course to BIOL 454 covers biological and medical specimen preparation techniques and basic photographic protocol. Current laboratory instrumentation, dealing with both scanning and transmission electron microscopy, is emphasized. *Prerequisite or corequisite: BIOL 280 or BIOL 454*

**BIOL 465 Clinical Research/Practicum in Applied Health (4)**

LECTURE/DISCUSSION, 2 HOURS; LAB, 6 HOURS

This is an honors-level course dealing with diagnosis strategies, prevention, and rehabilitation programs integral to the field of physical therapy and sports physiology. Study of research literature is emphasized so as to facilitate the student's development of the needed knowledge, aptitudes, and skills within the applied health field. The clinical laboratory component emphasizes current instrumentation and practice. *Prerequisites: BIOL 251, BIOL 326, and PHYS 201, with PE 364 recommended*

**BIOL 490 Biology Seminar (1)**

This course consists of review and discussion of current periodical literature. Written and verbal presentations are required. *Prerequisites: advanced standing in biology and instructor s consent*

**BIOL 496 Senior Seminar: Ethics and the Sciences (3)**

This course covers the basics of worldviews, science, and ethics, while delving deeper into the details of various ethical perspectives and their implications for science. Specific areas of science are explored from a Christian ethics viewpoint through lectures, a thesis, and oral presentations. *Prerequisites: senior standing; completion of majority of major course work and general studies courses in God s Word and the Christian Response; and one of the following: BIOL 151, CHEM 151, PHYC 201, or PHYC 252*

**BIOL 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a university student of upper-division standing and a full-time professor.

**BIOL 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

## Chemistry

**CHEM 090 Laboratory Safety (0)**

Students are introduced to federal, state, and local regulations, material safety data suggestions, chemical hygiene plans, labels, equipment, spill response, proper handling, and disposal of chemicals as related to an academic laboratory.

**CHEM 101 Introduction to Chemistry (4)**

This elementary course is designed for the student with no previous high school or college chemistry. *Meets the general studies core requirement in Nature and prepares the student for CHEM 111 or CHEM 201.*

**CHEM 105 Citizen Chemistry (4)**

This course is designed for nonscience majors and presents chemistry in its broad cultural, social, and economic context. The lectures and laboratories cover experiences that are of concern to students' everyday lives. *This course satisfies the general studies core requirement in Nature.*

**CHEM 111 Organic Chemistry for the Health Sciences (2)**

An introduction to organic chemistry with emphasis on nomenclature, physical characteristics and selected reactions. This course focuses on the simple functional groups with special attention given to carbonyl chemistry. *Prerequisite: a passing course in high school chemistry or CHEM 101 or its equivalent*

**CHEM 112 Biochemistry for the Health Sciences (1)**

This short biochemistry course covers the chemical reactions and physiological significance of cellular macro molecules. Emphasis is placed on the biological basis of pharmacology and pharmaco-therapeutics. *Meets general studies requirement in Nature if CHEM 111 is also completed. Prerequisite: CHEM 111; corequisite: BIOL 251*

**CHEM 114 Laboratory for the Health Sciences (1)**

Several experimental activities involving some general chemistry topics such as reactions, equilibrium solutions and acid/base phenomena. The bulk of the lab activities look at the physical and chemical characteristics of the common organic functional groups. *Prerequisite/corequisite: CHEM 111*

**CHEM 151 General Chemistry (4)**

LECTURES, 3 HOURS; LAB, 3 HOURS; DISCUSSION, 1 HOUR

This is a general course in the basic laws and concepts of modern chemistry and the first of a two semester sequence. Topics include atomic structure, chemical bonding, thermochemistry, stoichiometry, chemical reactions, solution chemistry, nuclear chemistry, and the behavior of gases. *Meets the general studies core requirement in Nature. Prerequisites: one year of high school chemistry or CHEM 101, and Math 110 or equivalent.*

**CHEM 152 General Chemistry II (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS; DISCUSSION, 1 HOUR

This is a continuation of CHEM 151 General Chemistry begun in the fall. Topics covered include solution chemistry, chemical kinetics, equilibrium, acid-base theory, thermodynamics, and electrochemistry. *Prerequisite: CHEM 151*

**CHEM 240 Introduction to Organic and Biochemistry (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

Students are introduced to the names, properties, and reactions of organic functional groups with applications to biochemical monomers and macromolecules. *Prerequisite: CHEM 152*

**CHEM 251 Organic Chemistry—Theory (4)**

This is a general course in the structure, nomenclature, reactions, properties, and theoretical synthesis of carbon compounds. The laboratory courses, CHEM 261 and CHEM 262, must be taken concurrently with CHEM 251 and CHEM 252, respectively. *Prerequisite: CHEM 152*

**CHEM 252 Organic Chemistry—Theory (4)**

This is a general course in the structure, nomenclature, reactions, properties, and theoretical synthesis of carbon compounds. The laboratory courses, CHEM 261 and CHEM 262, must be taken concurrently with CHEM 251 and CHEM 252, respectively. *Prerequisite: CHEM 152*

**CHEM 261 Organic Chemistry—Lab (1)**

Techniques of determining chemical and physical properties and synthesis of organic compounds are the focus of laboratory study. *These courses must be taken concurrently with CHEM 251 and CHEM 252, respectively.*

**CHEM 262 Organic Chemistry—Lab (1)**

Techniques of determining chemical and physical properties and synthesis of organic compounds are the focus of laboratory study. *These courses must be taken concurrently with CHEM 251 and CHEM 252, respectively.*

**CHEM 300 Quantitative Analysis—Theory (2)**

The theoretical basis of gravimetric and volumetric analyses are covered in this course. Topics include multiequilibria, acid-base equilibria, and redox reactions as applied to quantitative analysis. *Prerequisite: CHEM 152*

**CHEM 310 Quantitative Analysis—Laboratory (2)**

This is a laboratory course in the analysis of materials by the methods studied in CHEM 300. *Prerequisite or corequisite: CHEM 300*

**CHEM 320 Instrumental Analysis—Theory (3)**

The theory and operation of modern analytical equipment are covered in this course, including electrochemical methods; UV-visible, infrared, and flame emission spectrophotometry; chromatographic methods; and others. *Meets general studies upper-division writing intensive course requirement. Prerequisites: CHEM 151 and CHEM 152*

**CHEM 330 Instrumental Analysis—Lab (1)**

In this laboratory course, students analyze materials by the methods studied in CHEM 320. *Meets general studies upper-division writing intensive course requirement. Prerequisite or corequisite: CHEM 320*

**CHEM 380 Biochemistry I (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

Students undertake a systematic and theoretical study of the biochemical activities of living cells. This is an introduction to the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. *Prerequisite: CHEM 252*

**CHEM 381 Biochemistry II (4)**

LECTURE, 3 HOURS; LAB, 4 HOURS

Students undertake a systematic and theoretical study of the biochemical activities of living cells. This is an introduction to the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. *Prerequisite: CHEM 252*

**CHEM 390 Physical Chemistry for the Life Sciences (3)**

The physical and chemical theories of thermodynamics, equilibria, kinetics, and spectroscopy are examined in the context of the chemical and physical properties of a living cell. *Prerequisite: CHEM 152*

**CHEM 401 Thermodynamics (3)**

Students will learn the theoretical basis of thermodynamics including the zeroth, first, second, and third laws. These laws will be applied to heat engines such as the Carnot and Otto cycles and to refrigeration. Students explore a variety of topics including phase diagrams, free energy and equilibrium. *Prerequisites: CHEM 151 and MATH 252*

**CHEM 402 Kinetics and Quantum Mechanics (3)**

Kinetics will include molecular motion in the gas and liquid states, rate laws, the Arrhenius equation, reaction mechanisms, and activated complex theory. Quantum mechanics will be introduced and applied to the particle in a box, the rigid rotor, and the harmonic oscillator. Once a firm foundation has been established in the use of Schrodinger's equation, it will be applied to atomic and molecular structure. *Prerequisites: CHEM 152 and CHEM 451. Recommended: PHYC 202 or PHYC 252*

**CHEM 451 Advanced Organic Chemistry (4)**

Chemical and physical properties of polyaromatics, heterocyclics, polymers, carbohydrates, lipids, and simple proteins are studied. Theories regarding organic reactions include molecular orbital theory, photochemistry, and kinetics that aid in the understanding of organic mechanisms. Mass spectrometry is extensively developed in application to organic molecules. *Prerequisite: CHEM 252*

**CHEM 461 Inorganic and Bioorganic Chemistry (3) (pending)**

A foundation in basic inorganic chemistry is established including symmetry theory, bonding theory, acid-base theory, and coordination chemistry. These principles are then applied to biochemical systems. *Prerequisite: CHEM 152, MATH 252*

**CHEM 490 Chemistry Seminar (1)**

The seminar consists of reviews, reports, and discussions on current scientific literature. *Prerequisite: senior standing in biochemistry or chemistry*

**CHEM 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a university student of upper-division standing and a full-time professor.

**CHEM 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

*For a description of other courses offered by various departments, please consult that section of the catalog.*

# Department of Communication Studies

## Faculty

*Chair and Professor: David C. Bicker, Ph.D.*

*Professor: Ray McCormick, Ph.D.*

*Associate Professor: Monica Ganas, Ph.D.*

*Assistant Professors: John Baugus, MBA; Paul A. Creasman, M.A.; David N. Dixon, Ph.D.; Warren G. Koch, Ph.D.; Bart McHenry, MFA; Phil Nash, M.A.; Thom Parham, Ph.D.*

*Instructors: Marcia Berry, M.A.; Konrad Hack, M.A.*

*Lecturers: Starla Anderson, JD; Murray Flagg, Ph.D.; Scott Ganas, M.Div.; Tim Hooten, M.Div.; Lauren Kitchens, M.A.; James Langteaux, M.A.; Donald Murray, D.Min.; John Pate, M.A.; Teresa Petersen, M.A.; Laurie Pratt, M.A.; MaryAnn Rachford, M.A.; Phil Reed, M.A.; Stacy Wade, M.A.*

## Department Overview

The student majoring in communication studies will concentrate in drama, journalism, media studies, interpersonal and organizational communication, or rhetoric and public address. In addition to the area of study within the department, students must complete 12 units in a cognate related to their emphasis. Each area of concentration performs a unique role in preparing students who can:

- Apply the basic concepts of communication theory and research to their life work.
- Incorporate individual and group communication styles that relate to the achievement of their personal and professional goals.
- Utilize appropriate communication skills for solving problems, making decisions, managing conflict, executing change strategies, and promoting the intellectual, spiritual, and emotional growth of those with whom they live and work.
- Understand the moral and ethical implications of the communicator's responsibilities in the construction of a social world.

## Career Opportunities

In order to enhance their career opportunities, every student is required to complete a three-unit communication internship prior to graduation. Graduates enter vocations in public relations, advertising, human resource management, media, research, ministry, publishing, journalism, consulting, sales, film and television production, government, law, and politics. Some teach or go on for graduate or professional study.

## Requirements for the Communication Studies Major 54 units

All courses taken in the major must be completed with a grade of C or better.

### Lower-Division Core Requirements 9 units

COMM	200	Introduction to Mass Communication	3
COMM	201	Introduction to Communication Studies	3
COMM	210	Introduction to Journalism	3

### Upper-Division Core Requirements 15 units

COMM	300	Research Methods in Communication	3
COMM	302	Rhetorical Theory	3
COMM	303	Communication Theory	3
COMM	425	Interpersonal Communication Processes	3
COMM	490	Communication Internship*	3

\*May be repeated for credit; only three units count toward the major.

### Areas of Concentration 30 units

Choose from the following:

#### Journalism 30 units

(18 units in Communication Studies, 12 units in a cognate)

COMM	117	Presentational Speaking	3
— or —			
COMM	115	Essentials of Argumentation and Debate	3
— or —			
COMM	112	Oral Interpretation	3
— or —			
COMM	113	Acting Fundamentals	3
COMM	305	Media Law and Ethics	3
COMM	311	Editing	3
COMM	410	Advanced Journalistic Writing <sup>^</sup>	3
COMM	415	Student Publication Workshop**	3
COMM	450	Public Relations	3

#### Cognates (select one)

Writing and Editing Cognate (12 units)

ENGL	301	Advanced Writing	3
ENGL	360	Technical and Professional Writing	3
ENGL	402	Principles of Language	3
ENGL	404	Approaches to Grammar	3
ENGL	406	Composition: Pedagogy, Theory, and Practice <sup>^</sup>	3

Business and Marketing Cognate (12 units)

BUSI	340	Principles of Organization and Management	3
BUSI	448	Organization and Administrative Behavior	3
MKTG	360	Principles of Marketing	3
MKTG	361	Marketing Communication	3
MKTG	362	Consumer Behavior <sup>^</sup>	3
MKTG	363	Marketing Research	3
MKTG	364	Sales and Sales Management	3
MKTG	368	Retail Marketing	3

\*\*May be repeated up to six times; only three units count toward the major.

<sup>^</sup>Meets a general studies requirement.

Journalism Cognate			(12 units)
COMM	261	Radio and Sound Production	3
COMM	375	Writing for Television, Radio, and Film	3
CBA	260	Film and Video Production	3
COMM	475	Media Ministries*	1-3
COMM	495	Special Topics in Media	3

Visual Communication Cognate			(12 units)
ART	220	Typography	3
ART	250	Photography I	3
ART	260	Photography II	3
ART	320	Computer Art and Illustration	3
ART	380	Graphic Design I	3
ART	381	Graphic Design II	3
ART	382	Web Design	3
ART	386	Multimedia	3

**Media Studies****30 units****(18 units in Communication Studies, 12 units in an individually designed cognate)**

COMM	117	Presentational Speaking	3
	<b>— or —</b>		
COMM	115	Essentials of Argumentation and Debate	3
	<b>— or —</b>		
COMM	112	Oral Interpretation	3
	<b>— or —</b>		
COMM	113	Acting Fundamentals	3
COMM	261	Radio and Sound Production	3
COMM	360	Studies in Popular Culture	3
	<b>— or —</b>		
COMM	495	Special Topics: Film and Culture	3
COMM	375	Writing for Television, Radio, and Film	3
CBA	260	Film and Video Production	3
COMM	475	Media Ministries*	1-3
	<b>— or —</b>		
COMM	414	Student Broadcast Workshop*	1-3

**Additional Breadth Courses****(select 9 units)**

ART	250	Photography I	3
ART	260	Photography II	3
ART	380	Graphic Design I	3
ART	381	Graphic Design II	3
ART	390	Animation	3
BUSI	362	Consumer Behavior^	2
MKTG	363	Marketing Research	2
COMM	495	Special Topics in the Media	2
MUS	296	Introduction to Music Technology	2
MUS	466	Audio and Acoustics	

\*May be repeated for credit; only three units count toward the major.

^Meets a general studies requirement.

<b>Rhetoric and Public Address</b>			<b>30 units</b>
<b>(18 units in Communication Studies, 12 units in a cognate)</b>			
COMM	115	Essentials of Argumentation and Debate	3
COMM	117	Presentational Speaking	3
<b>— or —</b>			
COMM	315	Intercollegiate Forensics	1-3
COMM	330	Small-Group Communication^	3
COMM	340	Advanced Argumentation	3
COMM	440	Persuasion and Attitude Change	3
COMM	495	Special Topics in Communication: Rhetorical Criticism	3
<b>— or —</b>			
COMM	493	Special Topics in Communication: Political Communication	3
<b>Cognates (select one)</b>			
Sociology Cognate			(12 units)
SOC	225	Contemporary Social Problems	3
SOC	230	Comparative Family Systems^	3
SOC	298	Basic Sociological Theory	3
SOC	358	Human Diversity^	3
SOC	360	Sociology of Religion	3
SOC	404	Community	3
Philosophy and Religion Cognate:			(12 units)
CMIN	228	Church and Society	3
CMIN	405	Christian Ministry in the 21 <sup>st</sup> Century	3
CMIN	408	Principles of Preaching	3
CMIN	416	Communicating the Gospel	3
PHIL	315	Comparative Religions	3
PHIL	440	Philosophy of Religion	3
PSYC	440	Psychology of Religion^	3
SOC	360	Sociology of Religion	3
Political Science Cognate			(12 units)
POLI	150	American Government^	3
POLI	326	Civil Rights and Civil Liberties	3
POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought^	3
POLI	376	The American Founding^	3
POLI	400	Seminar in American Politics	3
<b>Interpersonal and Organizational Communication</b>			<b>30 units</b>
<b>(18 units in Communication Studies, 12 units in a cognate)</b>			
COMM	117	Presentational Speaking	3
COMM	330	Small-Group Communication^	3
COMM	420	Conflict Management^	3
COMM	430	Organizational Communication	3
COMM	440	Persuasion and Attitude Change	3
COMM	450	Public Relations	3

^Meets a general studies requirement.



**Cognates (select one)**

Business and Marketing Cognate		(12 units)	
BUSI	340	Principles of Organization and Management	3
BUSI	448	Organization and Administrative Behavior	3
MKTG	360	Principles of Marketing	3
MKTG	361	Marketing Communication	3
MKTG	362	Consumer Behavior <sup>^</sup>	3
MKTG	363	Marketing Research	3
MKTG	364	Sales and Sales Management	3
MKTG	368	Retail Marketing	3

Sociology Cognate		(12 units)	
SOC	225	Contemporary Social Problems	3
SOC	230	Comparative Family Systems <sup>^</sup>	3
SOC	298	Basic Sociological Theory	3
SOC	358	Human Diversity <sup>^</sup>	3
SOC	360	Sociology of Religion	3
SOC	404	Community	3

Psychology Cognate		(12 units)	
PSYC	225	Personal and Social Adjustment <sup>^</sup>	3
PSYC	290	Human Growth and Development <sup>^</sup>	3
PSYC	340	History of Psychology	3
PSYC	370	Industrial/Organizational Psychology	3
PSYC	440	Psychology of Religion <sup>^</sup>	3
PSYC	445	Psychology of the Family	3

**Drama****30 units****(18 units in Communication Studies, 12 units in a cognate)**

COMM	113	Acting Fundamentals	3
COMM	213	Introduction to Theatre	3
COMM	313	Intermediate Acting	3
COMM	316	Theatre Production*	3
<b>— or —</b>			
COMM	416	Student Theatre Workshop	3
COMM	325	History of Theatre <sup>^</sup>	3
COMM	413	Advanced Acting	3
<b>— or —</b>			
COMM	423	Directing	3

**Cognates (select one)**

Performance Cognate		(12 units)	
ENGL	377	Shakespeare <sup>^</sup>	3
ENGL	434	Children's Literature <sup>^</sup>	3
CMIN	206	Introduction to Christian Education	3
COMM	116	Intercollegiate Forensics	1
<b>— or —</b>			
MUS	101	Voice	1
PSYC	290	Human Growth and Development <sup>^</sup>	3

\*May be repeated for credit; only three units count toward the major.

<sup>^</sup>Meets a general studies requirement.

Marketing Cognate			(12 units)
MKTG	360	Principles of Marketing	3
MKTG	361	Marketing Communication	3
MKTG	362	Consumer Behavior^	3
MKTG	363	Marketing Research	3
MKTG	364	Sales and Sales Management	3

Technical Cognate			(12 units)
ART	120	Introduction to Computer Graphics	3
ART	130	Basic Design	3
ART	320	Computer Art and Illustration	3
ART	330	Three Dimensional Design	3
MUS	296	Introduction to Music Technology	2
MUS	466	Audio and Acoustics	3

Playwriting Area Cognate			(12 units)
COMM	375	Writing for Television, Radio, and Film	3
COMM	495	Special Topics: Film and Culture	3
ENGL	111	Introduction to Literature^	3
ENGL	301	Advanced Writing	3
ENGL	377	Shakespeare^	3
ENGL	434	Children's Literature^	3

**Requirements, Communication Studies Minor 24 units**

**Lower-Division Core Requirements 12 units**

COMM	112	Oral Interpretation	3
— or —			
COMM	113	Acting Fundamentals	3
— or —			
COMM	115	Essentials of Argumentation and Debate	3
COMM	200	Introduction to Mass Communication	3
COMM	201	Introduction to Communication Studies	3
COMM	210	Introduction to Journalism	3

**Upper-Division Core Requirements 12 units**

One of the following:

COMM	302	Rhetorical Theory	3
COMM	303	Communication Theory	3

One of the following:

COMM	305	Media Law and Ethics	3
COMM	410	Advanced Journalistic Writing^	3
COMM	450	Public Relations	3
COMM	490	Communication Internship	3

One of the following:

COMM	330	Small-Group Communication^	3
COMM	420	Conflict Management^	3
COMM	425	Interpersonal Communication Processes	3
COMM	430	Organizational Communication	3
COMM	440	Persuasion and Attitude Change	3
COMM	495	Special Topics in Communication	3

One additional upper-division course 3

^Meets a general studies requirement.

## Requirements for the Drama Minor 24 units

COMM	112	Oral Interpretation	3
COMM	113	Acting Fundamentals	3
COMM	200	Introduction to Mass Communication	3
<b>— or —</b>			
COMM	201	Introduction to Communication Studies	3
COMM	213	Introduction to Theatre	3
COMM	313	Intermediate Acting	3
COMM	316	Theatre Production	3
COMM	325	History of Theatre <sup>^</sup>	3
COMM	423	Directing	3

<sup>^</sup>Meets a general studies requirement.

Any student participating in Department of Communication Studies cocurricular activities (forensics, theatre, media production) must maintain a 2.5 cumulative grade-point average.

## Program in Cinema and Broadcast Arts

### Program Overview

The Cinema and Broadcast Arts program prepares students to integrate a Christian world view into their study of the history, theory, and philosophy of narrative and communicative media (film, television, radio), guiding and assisting them as they develop, write, produce, and evaluate critical and creative efforts that prepare them for involvement in the entertainment and communication industries, and other ministries.

Students majoring in Cinema and Broadcast Arts will concentrate in Narrative Cinema or Broadcast Journalism/Documentary. Each area of concentration performs a unique role in preparing students who can:

- Articulate and demonstrate an understanding of the dynamic and fruitful tension between a vibrant and foundational Christian faith and the challenges to be faced in the creation and development of creative and analytical work.
- Define, defend, discuss, and analyze the complex ethical, social, philosophical, and moral issues endemic to the entertainment and communication industries, with insight, intelligence, humility, and spiritual discernment.
- Demonstrate in writing and discussion a familiarity and understanding of the history, theory, aesthetic philosophy, and cultural impact of cinema and broadcast arts, as well as insight into the events, issues, and perspectives that are the working knowledge of academics and professionals in the field.
- Give evidence of a depth knowledge and a breadth of familiarity with the literature of the field, as well as the ability to examine, evaluate and discuss, clearly and cogently, ideas and concepts contained in that literature.
- Explore, articulate, document, and demonstrate an understanding of the creative process.
- Initiate and participate in all the steps of the creative process from conception to script development to pre-production to production to post-production to distribution.

## Career Opportunities

Career opportunities in Cinema and Broadcast Arts are numerous and continue to expand. Graduates enter vocations in the entertainment industry and the broadcast media, from pre-production to post-production, including screenwriting, reviewing scripts, camera assistant, production assistant, director, editor, sound engineer, producer, assistant, agent, production designer, set decorator, special effects, marketing and research. Students may enter any number of fields in media, journalism, film and television production, or they may pursue further graduate and professional study.

## Requirements for the Cinema and Broadcast Arts Major

**45 units**

### Narrative Cinema Track:

#### Creative Core Requirements

**9 units**

CBA	101	Christianity and Creative Process	3
COMM	112	Oral Interpretation	3
<b>—or—</b>			
COMM	113	Acting Fundamentals	3
ENGL	301	Creative Writing: Stage and Screen	3

#### Theory Core Requirements

**12 units**

ENGL	211	Introduction to Film	3
ENGL	311	Film and Literature	3
CBA	285	History of Film	3
CBA	341	Media Criticism and Theory	3
<b>—or—</b>			
COMM	302	Rhetorical Theory	3

#### Production Core Requirements

**15 units**

CBA	260	Film and Video Production	4
CBA	360	Producing and Production Management	3
CBA	461	Directing/Producing I: Pre-production and Production	4
CBA	462	Directing/Producing II: Production and Post-Production	4

#### Elective Courses

**9 units**

COMM	201	Introduction to Communication	3
COMM	305	Media Law and Ethics	3
COMM	313	Intermediate Acting	3
COMM	360	Studies in Popular Culture	3
COMM	420	Conflict Management	3
COMM	425	Interpersonal Communication Processes	3
COMM	475	Media Ministries	3
COMM	490	Communication Internship	3
ENGL	486	Topics in Film Analysis	3
ART	120	Computer Graphics	3
ART	390	Animation	3

**Broadcast Journalism/Documentary Track****Creative Core Requirements** **9 units**

CBA	101	Christianity and the Creative Process	3
COMM	375	Writing for Television, Radio, and Film	3
COMM	112	Oral Interpretation	3

—or—

COMM	113	Acting Fundamentals	3
------	-----	---------------------	---

**Theory Core Requirements** **12 units**

COMM	200	Introduction to Mass Communication	3
CBA	341	Media Criticism and Theory	3
COMM	300	Research Methods in Communication	3
COMM	303	Communication Theory	3

**Production Core Requirements** **13 units**

CBA	260	Film and Video Production	4
COMM	261	Radio and Sound Production	3
CBA	360	Producing and Production Management	3
COMM	414	Student Broadcast Workshop	3

**Elective Courses** **12 units**

COMM	210	Introduction to Journalism	3
COMM	201	Introduction to Communication	3
COMM	305	Media Law and Ethics	3
COMM	313	Intermediate Acting	3
COMM	360	Studies in Popular Culture	3
COMM	410	Advanced Journalistic Writing	3
COMM	420	Conflict Management	3
COMM	425	Interpersonal Communication Processes	3
COMM	475	Media Ministries	3
COMM	490	Communication Internship	3
ENGL	486	Topics in Film Analysis	3
ART	120	Computer Graphics	3
ART	390	Animation	3
WEB	342	Web Design	3

**Course Descriptions****Cinema and Broadcast Arts****CBA 101 Christianity and the Creative Process (3)**

This is a study of theater, film, and broadcasting vis-à-vis Christianity and the arts. Issues of ethics and social justice in the context of cultural studies are considered. Emphasis is placed on spiritual, artistic, and community development.

**CBA 260 Film and Video Production (4)**

Including studio and field production, the course work first focuses on developing basic technical competencies in camera operation, lighting techniques, and basic editing. Studio modules concentrate on live directing, talent coaching, and crew management. Field modules include electronic news gathering and single-camera film style narratives.

**CBA 285 History of Film (3)**

The changes and developments in film are examined for their relationship to corresponding social contexts. Readings and discussions examine the interdependent relationships between social movements, technological advances, and business practices.

**CBA 341 Media Criticism and Theory (3)**

This course examines the origins and development of film criticism and theory through a close analysis of selected writings. Specialized critical approaches such as genre, auteur, feminist, Marxist will be framed by a cultural studies approach giving an understanding of film as an expression of both art and popular culture.

**CBA 360 Producing and Production Management (3)**

Focusing on the business and management areas of media production, this course includes modules on business plans, budgets, investors, revenue streams, project procurement, equipment/facilities management, free-lance hiring, personnel contracts, and talent/crew management. The creative and ethical components of producing will be examined under the light of industry demands and the church's historic concern with economic justice.

**CBA 461 Directing/Producing Film I: Pre-production and Production (4)**

Aimed at developing the film director's creative skills and producer's management skills this course offers instruction on script development — breakdowns — storyboards, casting/crew procurement, management principles, directing actors, and staging dramatic scenes for capture on tape or film.

**CBA 462 Directing/Producing II: Post-production and Distribution (4)**

This course is designed to instruct directors and producers in the post-production process of finishing a major undergraduate narrative program and to design ways to reach appropriate audiences. Focus is on visual editing, post-production effects, and audio/music design. The course examines distribution options such as festivals, four-walling, and first-run syndication options.

## Communication Studies

**COMM 111 Public Communication (3)**

This course offers practical instruction in how to speak effectively and introduces the basic principles underlying effective communication. Topics range from the study of theoretical models of inter-personal and public communication to the fundamental skills of research, organization, and delivery of informative and persuasive discourse. *Meets the general studies requirement for University Skills.*

**COMM 112 Oral Interpretation (3)**

This course introduces the student to the theory and practice of communicative reading. The basic literary forms of prose, poetry, and drama are analyzed for purposes of oral performance.

**COMM 113 Acting Fundamentals (3)**

This introductory workshop covers acting techniques and styles, emphasizing voice, movement, improvisation, and interpretation. Monologues, mimes, and scenes from plays are presented in class.

**COMM 114 Student Publication Workshop (1)**

This workshop allows students with earned credit in newspaper and yearbook courses to continue to develop skills and contribute to the production of either publication.

**COMM 115 Essentials of Argumentation and Debate (3)**

This course provides a basic overview of academic debating. Emphasis is placed on the role of effective research, identifying different forms of arguments, and the basic structure and format of a debate, with participation in formal debates centered on current events.

**COMM 116 Intercollegiate Forensics (1-3)**

Students participate in directed activity in debate and/or individual events, including platform speaking, limited preparation events, and the oral interpretation of literature. Participation in intercollegiate speech competition is required. May be repeated for up to six credits, but only three count toward the major.

**COMM 117 Presentational Speaking (3)**

The purpose of this course is to improve the presentational skills of students who will be entering a career in business. The course focus is not only on the structural skills necessary to deliver a professional presentation, but also on the integration of the use of technology into the oral presentation. Presentational tools such as overheads, charts, graphs, illustrations, and Powerpoint are incorporated into the course assignments.

**COMM 200 Introduction to Mass Communication (3)**

This course provides a study of the forms, content, environments, and strategies of the mass media (newspaper, magazine, radio, television, film, etc.). Emphasis is given to an historical and critical understanding of media structures and functions.

**COMM 201 Introduction to Communication Studies (3)**

This introductory course exposes students to the main areas of scholarship and research within the field of communication. Students are introduced to the fundamental issues and concerns involved in the study of rhetorical and communication theory and given an orientation necessary for future study. Emphasis is placed on approaches to communications employed within the field, current developments in scholarship, and the development of proper research techniques.

**COMM 210 Introduction to Journalism (3)**

This course allows students to practice the basics of newspaper reporting. The focus is on techniques of researching and writing hard news stories and features.

**COMM 213 Introduction to Theatre (3)**

This course exposes the student to all aspects of producing theatre, including an historical overview, make-up, costuming, publicity, house management, ticket sales, props, set design, set decoration, painting, sound, lighting, acting, and other aspects that have to do with producing the show.

**COMM 261 Radio and Sound Production (3)**

This course provides basic instruction and practical experience in the preparation, direction, production, and editing of materials for radio and sound tracks. In addition to acquiring general knowledge and aptitude in these areas, students should develop a greater capacity for teamwork and relationships, planning skills, and the ability to operate under pressures and deadlines of media production, audience analysis, budgeting, audio techniques, talent use, and crew management. *Corequisite: COMM 375 or instructor s permission*

**COMM 300 Research Methods in Communication (3)**

This course introduces students to the research process. It examines how research is planned and designed, explores both quantitative and qualitative methods, introduces students to processes of data collection and analysis, and gives them experience in conducting original research. *Prerequisite: COMM 201*

**COMM 302 Rhetorical Theory (3)**

This course provides a survey of historical and contemporary rhetorical theories beginning with the Greek classical period. Attention is given to the critical and theoretical analysis of human discourse in modern society. *Prerequisite: COMM 201*

**COMM 303 Communication Theory (3)**

Basic theories and concepts associated with human communication are the focus of this course, which reviews research and theoretical positions on interpersonal, intrapersonal, small-group, nonverbal, and intercultural communication. *Prerequisite: COMM 201*

**COMM 305 Media Law and Ethics (3)**

This advanced course analyzes past and recent interpretations of freedom of expression as argued in state and federal courts and other forums. Issues of concern include libel, right to privacy, information gathering, protection of sources and state secrets, the FCC and FTC, obscenity, and propaganda. The struggle of the press to maintain its role in this democratic society is emphasized. *Prerequisite: COMM 200*

**COMM 311 Editing (3)**

This course examines the question, "What does it mean to be an editor?" Emphasis is placed on copy editing, news and editorial writing, and layout and design. The course also examines some ethical and legal issues editors face. *Prerequisite: COMM 210 or instructor s permission*

**COMM 313 Intermediate Acting (3)**

This intermediate acting course allows more performing opportunities within the classroom. It includes continuation of study in character development through improvisation, script writing, and dialogue, as well as evaluation through play observation and script reading. *Prerequisite: COMM 113 or instructor s permission*

**COMM 315 Intercollegiate Forensics (1-3)**

Students participate in directed activity in debate and/or individual events, including platform speaking, limited prep events, and the oral interpretation of literature. Participation in intercollegiate speech competition is required. May be repeated for up to six credits, but only three count toward the major. *Prerequisite: instructor s permission*

**COMM 316 Theatre Production (3)**

This course is designed for the creation and execution of full-length theatrical presentations, for backstage involvement, and includes rehearsal, assistant direction, production coordination, set design and construction, costumes, publicity, house management, makeup, etc. The class may be repeated for a total of six units.

**COMM 325 History of Theatre (3)**

A comprehensive, multicultural overview of the history of theatrical productions is offered. Current theatrical productions are attended. Theatrical productions are examined in a multidisciplinary approach. *Meets general studies elective requirement for Aesthetics and the Creative Arts.*

**COMM 330 Small-Group Communication (3)**

This course provides the student with both a theoretical and active acquaintance with group participation and leadership. The effectiveness of group discussion is examined through the concepts of leadership emergence, norms and roles, cohesiveness, interaction conformity, conflict, listening, and group structure. *Meets the general studies elective requirement for Identity and Relationships.*

**COMM 340 Advanced Argumentation (3)**

This course analyzes argumentation techniques used in both formal and informal settings. Its focus includes understanding and defining argument, discovering argument in the personal community, the social community, and nontraditional places. *Prerequisite: COMM 115 or instructor s permission*

**COMM 360 Studies in Popular Culture (3)**

This course carefully examines popular cultural forms, institutions, rituals, artifacts, icons, communication practices, thought patterns, worldviews, value systems, and ideologies possibly created thereby. Topics range from the private and public experiences of popular culture in movies, television, and recordings to fast food, automobiles, and blue jeans, along with their relationship to wider cultural contexts and Christian faith.

**COMM 375 Writing for Television, Radio, and Film (3)**

This course emphasizes the analysis and writing of film screenplays, television scripts, and radio copy. It acts as a workshop for story and program planning and scripting in several informative, persuasive, and entertaining genres from documentary to situation comedy, and for learning creative, redemptive approaches to acceptable, marketable, and effective media formats and presentations.

**COMM 410 Advanced Journalistic Writing (3)**

This advanced course gives the student a variety of journalistic writing experiences: investigative reporting, feature articles, editorials, and critical reviews. *Meets general studies upper-division writing intensive course requirement.*

**COMM 413 Advanced Acting (3)**

This course allows the student who is interested in this aspect of drama an opportunity to advance beyond the beginning and intermediate levels. It is preparation for the actor who desires to work in the church, on the stage, or in the classroom.

**COMM 414 Student Broadcast Workshop (1-3)**

This course offers advanced instruction in the techniques and practice of broadcast production. In addition to increasing experience and aptitude in these areas, students learn the importance of operating under broadcast deadlines and time management skills in on-air and production environments. Course may be taken for up to three credits. Each unit of credit requires three hours of production time outside of class time. *Prerequisite: COMM 261 for the radio section only*



**COMM 415 Student Publication Workshop (1)**

This workshop allows students with earned credit in newspaper and yearbook courses to continue to develop skills and contribute to the production of either publication. This course may be repeated three times for credit toward the communication major and up to six times total. *Prerequisite: COMM 210 or instructor's permission*

**COMM 416 Student Theatre Workshop (1-3)**

Students study, prepare, and perform plays throughout the semester. They receive coaching in the various dramatic aspects of play performance to enhance their understanding of the relationship between performance and literature. Unit credit is determined by the instructor and based upon the size and number of roles played by the student within the semester. *Prerequisite: instructor's permission*

**COMM 420 Conflict Management (3)**

Students examine the process of communication within conflict situations. The course analyzes conflict on intrapersonal, interpersonal, group, and organizational levels. *Meets general studies elective for Identity and Relationships and upper-division writing intensive course requirement. Prerequisite: junior/senior standing*

**COMM 423 Directing (3)**

This course teaches students the practical application of directing the actor. The student is introduced to the various levels of involvement with the play as he or she selects the script, auditions the actors, stages the script, and promotes the production. *Prerequisite(s): COMM 113; completion of COMM 313 and COMM 413 preferred*

**COMM 425 Interpersonal Communication Processes (3)**

This course offers an in-depth analysis of dyadic interaction. Initial and developing relational sequences are highlighted. Such topics as self-disclosure, intimacy, trust, and interpersonal influence are discussed. Current developments in theory and research in the area of interpersonal communication are also stressed. *Prerequisite: junior/senior standing required*

**COMM 430 Organizational Communication (3)**

The nature and process of communication in modern organizations are examined, including the pragmatic implications of organizational communication theories as they relate to understanding organizations and implementing change strategies. Attention is also given to applied business communication such as interviewing, personnel relations, and negotiation.

**COMM 440 Persuasion and Attitude Change (3)**

This course examines the basic theories and techniques of influence, providing the student with a critical awareness of the nature, function, and scope of persuasion. The class covers such concepts as attitudes, credibility, resistance to persuasion, ethics, logic and argumentation, and propaganda.

**COMM 450 Public Relations (3)**

Communication principles and theories are applied to the field of public relations. Emphasis is placed on developing successful approaches to establishing and maintaining mutual understanding between organizations and their publics through successful two-way communication. *Prerequisite: junior standing*

**COMM 475 Media Ministries (1-3)**

This service-learning course applies the student's knowledge of media studies in service to the community. Students review television writing and production by producing a program for the local community, and develop their understanding of media literacy through reading, discussion, and written reflection. They then teach the basics of media literacy and production to younger students in the community and assist them in producing their own program. Throughout the course, students brainstorm and record creative, redemptive media uses and possible future projects. This course may be repeated for up to six credits toward graduation. *Prerequisites: COMM 200, COMM 360, and COMM 375; COMM 460 strongly recommended*

**COMM 490 Communication Internship (1-3)**

This course provides an opportunity for directed experiences in applying the principles and skills of communication theory while performing specific tasks. Internships are arranged individually for the participants and supervised directly by the instructor. Tasks may include career training and group leadership. Enrollment is contingent upon department approval. Three units must be taken for the communication major; an additional three units may be taken for credit toward graduation.

**COMM 491 Classroom Practicum (1-3)**

This course gives students practical experience in classroom teaching and tutoring. Students assist in classroom duties as well as complete assignments related to the development of a communication perspective. Three units must be taken for the communication major; an additional three units may be taken for credit toward graduation. *Prerequisite: instructor's permission*

**COMM 495 Special Topics in Communication (3)**

This course allows occasional offerings of diverse topics in communication not covered by regular department courses. Performance areas, trends in the field of communication study, or special interests of faculty and students may be targeted under this category. Media, politics, and gender are examples of subject topics, and drama and forensics are performance areas covered in this course.

**COMM 496 Senior Seminar: Ethics in Human Communication (3)**

This seminar in ethics and communication helps students understand the ethical dilemmas faced by communicators in a variety of situations. Through the examination of various communication theories, students come to understand the powerful ways in which communication defines, creates, maintains, and/or changes social reality and understand the ethical implications involved in each of these communication functions. *Meets the general studies requirement as a senior seminar in God's Word and the Christian Response. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; and completion of the majority of course work in the major*

**COMM 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

**COMM 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

**COMM 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, annotated recital, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

*For a description of other courses offered by various departments, please consult that section of the catalog.*

# Department of Computer Science

## Faculty

*Chair and Professor: Samuel E. Sambasivam, Ph.D.*

*Associate Professors: Lewis Chau, Ph.D.; Donald Johnson, Ph.D.; Lyle Reibling, Ph.D.; Wendel Scarbrough, M.A.; Carol Stoker, Ph.D.*

*Lecturer (part time): Dick Stanford; Michael Wildes; Daniel Horner; Richard Eckhart, Ph.D.*

## Department Overview

The Department of Computer Science offers a Bachelor of Science in Computer Science, a Bachelor of Arts in Computer Information Systems, a Master of Science in Applied Computer Science and Technology with six areas of specialization, and an undergraduate minor in computer science, and provides the curriculum and instruction for accelerated degree completion of the Bachelor of Science in Computer Information Systems. The department also provides several support courses for other majors (especially mathematics, education, chemistry, and physics), as well as computer literacy courses for all students.

## Computer Science

### Introduction

Computer science, like engineering disciplines, is an “artificial science” which deals with “how things ought to be.” This is different from mathematics and other natural sciences which are concerned with “how things are.” Computer science is concerned with design and synthesis more than analysis and deduction (as are physics, chemistry, mathematics, and biology).

Upon graduation, an APU computer science/computer information systems major should be able to:

- Understand the design of computers and the computational process.
- Analyze and design data structures and algorithms.
- Understand programming concepts sufficiently well to acquire computer language proficiency independently.
- Program computers with knowledge of at least two programming languages.
- Understand and apply software development principles.

With a faculty comprised of competent and dedicated teachers, small classes, excellent computer labs, and current and relevant software, computer science at Azusa Pacific University is challenging, professional, intellectually stimulating, and provides a gateway to many exciting careers.

This major offers a solid foundation in computer science and is directly applicable to current problems in society and industry.

The Bachelor of Science in Computer Science at Azusa Pacific University prepares students for graduate work in computer science, or for careers in fields such as computer programming and software engineering.

The computer science major covers the following topics:

1. All functional levels of computing, from applications to microcode
2. Programming theory and practice (five or more languages)
3. Software engineering: principles, procedures, techniques, and applications
4. Logical digital design
5. Computer architecture
6. Telecommunications

## Department Resources

The department operates four computer science laboratories on the Azusa Pacific campus: the computer engineering laboratory, the telecommunications laboratory, the advanced technologies/multimedia laboratory, and the computer science laboratory. Computer science majors may also utilize the Academic Computer Center.

Although the university provides extensive computer lab facilities for student use, each student is encouraged to purchase a personal computer (PC). Students with their own IBM compatible PC have a definite advantage in utilizing and applying computer science instruction.

A candidate for the Bachelor of Science in Computer Science is required to take several mathematics courses. (Only two additional mathematics courses are needed to complete a minor in mathematics.)

Students who plan to pursue an advanced degree in computer science should review their program of studies with their advisor as soon as possible.

## Career Opportunities

The bachelor's degree in computer science prepares the graduate for advanced studies in such fields as computer science, computer engineering, software engineering, and telecommunications. Because of the rapidly changing technical and scientific technology in computer science, students are encouraged to enter a graduate program soon after completing a bachelor's degree.

The Azusa Pacific University Computer Science (CS) Program also opens career opportunities for those who choose not to pursue a graduate degree immediately following graduation. Because of the phenomenal growth of computer science- and technology-related industries, the job market remains strong. Employment opportunities include careers as a systems programmer, software engineer, scientific programmer, telecommunications specialist, high school computer science and mathematics teacher, and other computing fields. Missionary and other Christian organizations need computer science graduates for their increasingly complex applications, such as Bible translation work, as well as administrative, financial, fundraising, and technical support activities. Job opportunities are available globally.

## Computer Courses for General Credit

(not required for the computer science major or minor)

CS	120	Computer Literacy	3
CS	205	Microcomputer Software Tools	3
CS	210	Microcomputer Programming	3

**Requirements for the Computer Science Major 60 units**

In addition to the general studies requirements, a minimum of 48 computer science units and 12 mathematics units (for a total of 60 units) are required for the Bachelor of Science in Computer Science.

To be successful in this major, knowledge of operating systems, word processing, spreadsheets, and database applications is necessary. Students who do not have this background must take CS 205 Microcomputer Software Tools.

**Computer Science Requirements 39 units**

CS	220	Introduction to Computer Science	4
CS	225	Fundamentals of Computer Science	4
CS	250	Operating Systems	3
CS	320	Data Structures	3
CS	325	Database Management Systems	3
CS	330	Systems Programming I	3
CS	340	Systems Programming II	3
CS	420	Telecommunications and Interfacing	3
CS	445	Computer Architecture and Organization	4
CS	450	Numerical Analysis	3
CS	470	Software Engineering I	3
CS	480	Software Engineering II	3

**Upper-Division Computer Science Electives\* select 9 units**

CS	363	Web Programming I	3
CS	425	Fundamentals of Network Administration	3
CS	430	Artificial Intelligence	3
CS	435	Advanced Database Applications Programming	3
CS	460	Software Project	3
CS	463	Web Programming II	3
CS	495	Special Topics in Computer Science	3
CS	496	Senior Seminar: Ethics in Computer Science	3
CS	497	Readings	1-4
CS	498	Directed Research	1-4
CS	499	Thesis/Project	1-4

Seniors in good standing may take two graduate courses as electives.

**Mathematics Requirements 12 units**

MATH	251	Calculus I	5
MATH	252	Calculus II	4
MATH	310	Discrete Mathematics	3

\*Computer science electives include any other division CS courses numbered 300 or above.

**Requirements for the Computer Science Minor 24 units**

CS	220	Introduction to Computer Science	4
CS	225	Fundamentals of Computer Science	4
MATH	151	Applied Calculus	3

Upper-Division Computer Science Courses\* 13

\*Computer science electives include any other division CS courses numbered 300 or above.

# Computer Information Systems

## Introduction

The Bachelor of Arts in Computer Information Systems (CIS) provides an educational foundation for students planning a career in the analysis, design, and implementation of information systems. Students are prepared for careers as programmers, systems analysts, application software developers, and technology specialists. Students who have a strong interest in technology and its application, but are not primarily interested in the scientific and mathematical aspects of computer science should find this program a good fit.

Information systems (IS) is the study of the application of computer technology in organizations. It is founded on two major reference disciplines, computer science and management. Unlike computer science students, IS undergraduates must complete some accounting and finance course work. IS involves no course work in engineering or scientific computing, and the mathematics courses are practical and applied. Traditionally, the IS undergraduate curriculum has been divided into two sections: MIS, where the emphasis has been on managing information systems (the business side of IS); and CIS, where the emphasis has been on the application of computer technology to information systems.

## Career Opportunities

While students preparing for careers in scientific computing or planning to transfer to other computer science graduate programs will still be best served by the undergraduate CS degree, students whose career plans will take them into the business world or ministry, or onto the mission field as technology enablers will benefit from a degree that allows them a greater focus on technology. Students successfully completing this program will also be qualified to enter APU's Master of Science in Applied Computer Science and Technology. Unlike many theoretical computer science programs, APU's program prepares students to function at a professional level using computer technology.

## Requirements for the Computer Information Systems Major **57 units**

<b>Computer Science Requirements</b>			<b>35 units</b>
CS	205	Microcomputer Software Tools	3
CS	220	Introduction to Computer Science	4
CS	225	Fundamentals of Computer Science	4
CS	250	Operating Systems	3
CS	320	Data Structures	3
CS	325	Database Management Systems	3
CS	330	Systems Programming I	3
CS	420	Telecommunications and Interfacing	3
CS	435	Advanced Database Applications Programming	3
CS	470	Software Engineering I	3
CS	480	Software Engineering II	3

## **Computer Science Electives** **9 units**

<b>Math Requirements</b>			<b>6 units</b>
MATH	151	Applied Calculus	3
MATH	310	Discrete Mathematics	3

<b>Other Requirements</b>			<b>7 units</b>
BUSI	120	Principles of Accounting	4
BUSI	340	Principles of Organization and Management	3

## Accelerated B.S. in Computer Information Systems or Management Information Systems

### Introduction

Students in the Accelerated Degree Completion Program with majors in Computer Information Systems (CIS) or Management Information Systems (MIS) develop a competitive edge that helps them succeed in the workplace. The program caters exclusively to the adult learner with experience in the computer field. In this accelerated three-term program, the 39-semester unit curriculum is concentrated into 61 weekly four-hour class sessions.

A dual effort between the Department of Computer Science in the College of Liberal Arts and Sciences and the School of Business and Management, this customized program coordinates the students' class and work demands and allows them to begin the program as it suits their schedules. The program allows the student to choose one of two tracks, Computer Information Systems or Management Information Systems.

In addition, students complete a major project integrating the knowledge and methodology learned by designing, developing, and implementing a software project or a comprehensive institution-related project. This project serves as a connection between study and experiential learning and develops problem-solving skills.

### Admission Requirements

To be admitted to the 6I class-session Management Information Systems/Computer Information Systems Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities
- Official transcripts from all schools attended (two copies)
- A 2.0 grade-point average or above in the transferred courses
- A writing sample that demonstrates written communication skills (submitted at registration)

There are several program prerequisites which may come from academic, personal, or professional experiences that will be assessed by a Background and Prerequisite Questionnaire, including:

Microcomputer Software Tools*	3
Microcomputer Programming*	3
Elective units in CIS or MIS*	3

\*May be met through prior course work taken at APU or another accredited college or university, work experience, or examination.

When the requirements have been met, students receive a letter of admission and a statement of estimated accepted credits.

This program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

### Core Computer Courses for Both Programs

CISS	315	Structured Programming I	3
<b>— or —</b>			
MISS	347	Computer Programming II	3
CISS	325	Database Management Systems	3
<b>— or —</b>			
MISS	348	Database Program Development	3
CISS	470	Software Engineering I	3
<b>— or —</b>			
MISS	346	Structured System Design	3

MCIS	250	Operating Systems	3
MCIS	400	Client-Server Technology	3
MCIS	420	Telecommunications and Interfacing	3

### Required Courses for B.S./CIS

MCIS	330	Systems Programming I (C++ Language)	3
CISS	335	Systems Programming II (C++ Language)	3
CISS	350	Computer Algorithms	3
CISS 460/461/462		Software Project I, II, III	1,1,1

### Required Courses for B.S./MIS

MISS	340	Principles of Organization and Management	3
MISS	442	MIS Foundations	3
MISS	443	IT Applications and Management	3
MISS	446	Directed Studies; Applied Research I	3

### Required Courses for Both Programs

BMGT	302	Adult Development and Learning Assessment	3
BMGT	306	The Bible and Business Ethics	3
BMGT	411	A Christian Worldview and the Professions	3

## Course Descriptions

### CS 120 Computer Literacy (3)

This PC-based course teaches the student what a computer is and how to use it, with a brief introduction to microcomputer programming. Other applications are taught hands-on, using word processing, spreadsheet analysis, and database application programs. This course includes a strong emphasis on the vocabulary and concepts necessary to understand the use and technology of computers. It may be used as a general elective, but does not apply as an elective toward the computer science major or minor. However, it is strongly recommended as a general elective for students who do not already possess computer skills.

### CS 205 Microcomputer Software Tools (3)

This PC-based course covers the basics of MS Windows and DOS and the use of applications software as problem-solving tools. In-depth coverage of popular word processing, database, and spreadsheet packages is included.

### CS 210 Microcomputer Programming (3)

This is a general, but rigorous, course in Web programming for any student interested in learning this skill. Topics covered include program design, sequence, selection, repetition, graphics, GUI principles, arrays, HTML, and other applications. Students learn a language such as Java, Javascript, or VBScript. This course is recommended as a general elective for noncomputer science majors.

### CS 220 Introduction to Computer Science (4)

Students are introduced to object-oriented programming, with a strong emphasis on problem solving, design and analysis of algorithms, and programming principles. Principles of object-oriented and structured programming, problem analysis, and documentation are also covered. An object-oriented language is used, and a lab is required. Students complete a number of programming projects. *Prerequisite: prior computer experience or department permission*

### CS 225 Fundamentals of Computer Science (4)

This course is a continuation of object-oriented programming and other topics from CS 220. It also provides an introduction to the general architecture of computers and elementary data structures. Problem analysis, program design, development and implementation, and related topics are covered. A lab is required. Students complete a number of programming projects. *Prerequisite: CS 220, knowledge of C++, or department permission*



**CS 250 Operating Systems (3)**

This course provides an introduction to the basic functions of modern operating systems. These include multi-tasking, process synchronization, deadlocks, memory management, virtual memory, file systems, protection, and security. The course also includes a comparative analysis of several popular operating systems such as Windows 2000, Windows NT, OS/2, and UNIX.

*Prerequisite: CS 225*

**CS 320 Data Structures (3)**

This course provides a study of algorithms and their related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation.

Applications are implemented using an appropriate computer language. *Prerequisite: CS 225*

**CS 325 Database Management Systems (3)**

Students learn about database concepts, relational and nonrelational database systems, database environment, theory, and applications. The design, development, and implementation of database systems are included. A practical database project is developed by students utilizing a popular database development system. Students generate user interfaces and reports. *Prerequisite: CS 225 or department permission*

**CS 330 Systems Programming I (3)**

This course provides an in-depth study of programming using appropriate computer languages.

Applications include systems programming problems. *Prerequisite(s): CS 225 and knowledge of C++, or department permission*

**CS 340 Systems Programming II (3)**

This programming class includes the architecture and organization of microcomputer systems, fundamentals of assemblers, DOS interrupt-based assembly language programming, and advanced topics in MS-DOS on the Intel 80X86 family of microprocessors. Students write several programs which are assembled and run on Intel 80X86-based microcomputers. Students become proficient at keyboard, screen, and disk I/O as well as character manipulation and screen graphics. *Prerequisite: CS 225 or department permission*

**CS 363 Web Programming I (3)**

This course includes the concepts, principles, methods, tools, and techniques used in the systematic development of sites on the World Wide Web. It includes instruction and practice in planning, design, programming and construction, installation and implementation, testing, trouble-shooting, and maintenance of Internet sites using a variety of software tools such as HTML, dynamic HTML, XML, PHP, ASP, design graphics, JavaScript, and others. Each student designs and creates Internet website projects, makes assigned relevant individual presentations, and develops one large term project.

**CS 420 Telecommunications and Interfacing (3)**

The principles, protocols, methods, and standards of telecommunications, voice and data communication concepts, networking fundamentals, system configuration, and state-of-the-art practical technology are covered in this course, which includes some hands-on training.

*Prerequisite: CS 330, CS 340, or department permission*

**CS 425 Fundamentals of Network Administration (3)**

This course provides an introduction to the three key network management issues: cost analysis, security, and administration. Case studies and laboratory exercises supplement the lecture material. *Prerequisite: CS 420 or department permission*

**CS 430 Artificial Intelligence (3)**

Principles of artificial intelligence, study, design, and application of computer systems that model human intelligence are the focus of this course. It includes instruction in one or more artificial intelligence computer programming language (LISP and Prolog) expert systems, recursion, natural language processing, and search techniques. Students write several programs and a complete project. *Prerequisite: CS 225*

**CS 435 Advanced Database Application Programming (3)**

This course examines advanced concepts used in the development of information system products. Topics include advanced database programming, embedded database commands in high-level languages, and expert system designed user interface concepts. Pertinent current topics in information system development are also included. The course includes a major team project which is implemented and tested during the semester. *Prerequisites: CS 325 and CS 330*

**CS 445 Computer Architecture and Organization (4)**

This course studies the hardware components of computer systems, including design considerations, implementation, interrelationships, and performance. Combinational and sequential logic and their use in the components of CPUs, buses, and interfaces are covered. Instruction sets and an introduction to assembly-language programming are included. Details include input/output, memory hierarchies, pipelining, ALU operations, and CPU control. Processors include both CISC and RISC, as well as multiprocessor systems. *Prerequisite: CS 225 or department permission*

**CS 450 Numerical Analysis (3)**

Approximation methods and their applications to computers are covered, including error analysis, zeros of functions, systems of equations, numerical integration, and differentiation. Applications are programmed using an appropriate language. *Prerequisites: calculus and programming skills*

**CS 460 Software Project (3)**

The student completes an independent project in the development of a nontrivial software system for an application of the student's choice. *Prerequisite: CS 480 or department permission*

**CS 463 Web Programming II (3)**

This course continues website (client and server side) planning, design, programming, and implementation of websites begun in CS 363 Web Programming I. This course emphasizes Web-based programming using common programming languages such as PHP, Perl, Java, or other similar languages. Also included are the concepts, principles, procedures, methods, tools, and techniques used in the systematic development and management of large and complex Internet sites. The course includes the design, construction, implementation, testing, and maintenance of complex and sophisticated Internet sites with related nontrivial database files using cutting-edge development tools. Sites are developed on both Microsoft and Linux platforms. Each student makes assigned individual presentations and develops significant term projects.

**CS 470 Software Engineering I (3)**

This course includes a study of the concepts, principles, techniques, methods, procedures, and documents of software engineering. Emphasis is placed on systematic approaches to software engineering and the software life cycle. Each student participates in a major team project. *Prerequisite: at least 30 units of computer science or department permission*

**CS 480 Software Engineering II (3)**

Further study of the concepts, principles, techniques, methods, procedures, and documents of software engineering is provided by this course. The emphasis is on systematic approaches to software engineering and software lifecycle. Each student participates in a major team project. *Prerequisite: at least 30 hours of computer science or department permission*

**CS 495 Topics in Computer Science (1-3)**

This course presents timely and new topics in computer science. Different material is covered each time the course is offered. It may be repeated for credit. Most topics require prerequisites which vary according to the topic.

**CS 496 Senior Seminar: Ethics in Computer Science (3)**

This seminar provides a study of ethics, social and moral implications of computing, and various relevant aspects of computer science. *Meets the general studies requirement as a senior seminar in God's Word and the Christian Response. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; and completion of the majority of course work in the major*

**CS 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

**CS 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

**CS 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, annotated recital, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing.*

## **Accelerated Degree in Computer Information Systems**

**BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extra collegiate learning may be earned through the portfolio.

**BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues, and apply this wisdom to expedite the resolution of business and management problems.

**BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

**CISS 315 Structured Programming I (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules and input/output. A comparative survey of several programming languages such as Pascal, COBOL, FORTRAN, and C- language is included. The course covers programming applications in each of several programming languages.

**CISS 325 Database Management Systems (3)**

This course introduces students to fundamentals of database management, including database concepts, the database environment, and relational and non-relational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.

**CISS 335 Systems Programming II, C++ Language (3)**

This is an advanced course in computer programming using the C++ language. This course emphasizes object programming techniques and covers control structures, functions, arrays, pointers, structures, memory allocation, and files.

**CISS 350 Computer Algorithms (3)**

A study of algorithms and related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation is included. Applications are implemented using an appropriate computer language.

**CISS 460 Software Project I (1)**

This course integrates and extends the concepts and methodology learned in other courses. Under the general guidance of a faculty advisor, but working independently in teams, students complete the design phase, develop, and finally, implement a completed capstone project initiated in MCIS 470. Enrollment is continuous for three terms.

**CISS 461 Software Project II (1)**

This course integrates and extends the concepts and methodology learned in other courses. Under the general guidance of a faculty advisor, but working independently in teams, students complete the design phase, develop, and finally, implement a completed capstone project initiated in MCIS 470. Enrollment is continuous for three terms.

**CISS 462 Software Project III (1)**

This course integrates and extends the concepts and methodology learned in other courses. Under the general guidance of a faculty advisor, but working independently in teams, students complete the design phase, develop, and finally, implement a completed capstone project initiated in MCIS 470. Enrollment is continuous for three terms.

**CISS 470 Software Engineering I (3)**

A study of the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development, and implementations is offered. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in MISS 446/461/462 and culminates in a completed software product at the end of the program.

**MCIS 250 Operating Systems (3)**

This course provides an in-depth study of operating systems, including concepts, functions, and requirements. Hands-on experience complements a comparative study of several modern operating systems.

**MCIS 330 Systems Programming I, C++ Language (3)**

This course teaches object-oriented programming concepts, methods, and techniques using the popular and powerful C++ programming language. Students are assigned programs which demonstrate the power and flexibility of object programming.

**MCIS 400 Client/Server Technology (3)**

This course offers an exploration of client/server application development. Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. Client/server is rapidly becoming the dominant model for database access. This course teaches client/server systems theory and application. All students develop an application in the client/server environment.

**MCIS 420 Telecommunications and Interfacing (3)**

This course teaches the concepts, principles, and methods of data communication, networking, network topologies, interfacing, the Internet and other public networks, and current networking technologies. This course includes limited hands-on applications.

## **Accelerated Degree in Management Information Systems**

**BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extra collegiate learning may be earned through the portfolio.

**BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues, and apply this wisdom to expedite the resolution of business and management problems.

**BMG 411 A Christian Worldview and the Professions (3)**

Students develop an articulated worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

**MCIS 250 Operating Systems (3)**

This course provides an in-depth study of operating systems, including concepts, functions, and requirements. Hands-on experience complements a comparative study of several modern operating systems.

**MCIS 400 Client/Server Technology (3)**

This course offers an exploration of client/server application development. Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. Client/server is rapidly becoming the dominant model for database access. This course teaches client/server systems theory and application. All students develop an application in the client/server environment.

**MCIS 420 Telecommunications and Interfacing (3)**

This course teaches the concepts, principles, and methods of data communication, networking, network topologies, interfacing, the Internet and other public networks, and current networking technologies. This course includes limited hands-on applications.

**MISS 340 Principles of Organization and Management (3)**

Considered in this course are elements of managing (planning, organizing, leading and controlling) with particular emphasis upon organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationships, committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

**MISS 346 Structured Systems Design (3)**

Students study the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development, and implementation. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in MISS 446 and culminates in a completed software product at the end of the program.

**MISS 347 Computer Programming II (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules, and input/output. A comparative survey of several programming languages such as Pascal, COBOL, FORTRAN, and C-Language is included. The course covers programming applications in each of several programming languages.

**MISS 348 Database Program Development (3)**

This course introduces students to fundamentals of database management, including database concepts, the database environment, and relational and non-relational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.

**MISS 442 MIS Foundations (3)**

This course comprises an introduction to management information systems, including fundamentals and problem solving with information technologies. Students become acquainted with the computer hardware, software, telecommunications, and database support systems relevant to the field. *Prerequisite: MISS 340*

**MISS 443 IT Application and Management (3)**

This course comprises an introduction to information technology (IT) applications and management, including fundamentals and case studies. Students become acquainted with MIS in business and management and learn to approach the management of information technology from the perspective of a changing global environment. *Prerequisite: MISS 442*

**MISS 446 Advanced System Management I (1)**

In this course, the student integrates the knowledge and abilities gained in other information systems courses with a comprehensive institution-related project. Enrollment is continuous for three terms.

**MISS 447 Advanced System Management II (1)**

In this course, the student integrates the knowledge and abilities gained in other information systems courses with a comprehensive institution-related project. Enrollment is continuous for three terms.

**MISS 448 Advanced System Management III (1)**

In this course, the student integrates the knowledge and abilities gained in other information systems courses with a comprehensive institution-related project. Enrollment is continuous for three terms.

*For a description of other courses offered by various departments, please consult that section of the catalog.*

# Department of English

## Faculty

*Chair and Professor: James Hedges, Ph.D.*

*Professors: Joseph Bentz, Ph.D.; Ralph Carlson, Ph.D.; David Esselstrom, Ph.D.; Diana Glycer, Ph.D.; Carole Lambert, Ph.D.*

*Associate Professors: Emily Griesinger, Ph.D.*

*Assistant Professors: Thomas Allbaugh, Ph.D.; Andrea Ivanov Craig, Ph.D.; Mark Eaton, Ph.D.; Adrien Lowery, Ph.D.; Christopher Noble, Ph.D.*

*Lecturers: Paula Miller; Candace Ramirez*

## Department Overview

English is a fundamental liberal art at a university such as Azusa Pacific. The following four objectives demonstrate the centrality of English to the curriculum: the program certifies the writing skills of all students to be collegiate level and enhances those skills involving research, personal and creative expression, and expository and argumentative modes. It provides literature and film courses that contribute to the cultural experience of students and enriches their enjoyment of literature as an avenue to truth and social comment as well as self-expression. The program offers a balanced selection of courses in writing, film, and literature for students majoring in English, so that their breadth of reading and literary analysis includes the best world literature and the development of critical skills currently practiced by the finest literary critics, and satisfies professional needs, especially of prospective teachers, who must include in their major the following courses: ENGL 324 or ENGL 334, ENGL 344 or ENGL 354, ENGL 377, ENGL 402, ENGL 404, ENGL 405, ENGL 406, and ENGL 480.

Beyond the above four general goals of APU's English curriculum, the following specific outcomes present the department's intention for the course offerings and requirements in general studies and the major:

- To assist the student in the acquisition (through reading, analysis, and commentary) of a coherent familiarity with a wide range of texts from varying traditions, cultures, and eras
- To equip the students with the critical vocabulary, background, and analytical tools necessary to appreciate and evaluate literary texts including film
- To encourage the student to understand and use the rich heritage of literary criticism and theory
- To help the student integrate the lessons and values found in literature and film, and in criticism, to contemporary life
- To assist the student in the acquisition of a working familiarity with the history of rhetoric and composition theory, along with linguistic theory and practice, as well as their attendant literature

- To encourage the student to develop clear, concise, and effective prose styles, through work on writing assignments which reflect the differing purposes for writing both in academia and society
- To afford the student hands-on experience with such projects as in-class presentations and teaching practica which acquaint the student with the techniques, methodologies, and resources of teaching the language arts and literature
- To give the student constructive feedback through frequent faculty assessments of progress, using various tools, e.g., the diagnosis of the student's writing process, responses to that process, and the evaluation of the final products

The English major allows students to choose among three concentrations: Literature, Teaching, and Writing. The lower-division requirements and the upper-division core requirements are the same for all concentrations, providing a common foundation in literature, writing, and language for all English majors. The selection of a concentration, and specific courses within that concentration, should be made only upon consultation with an English faculty advisor.

## Career Opportunities

Teaching is still a strong interest of many English majors, but equally valid are career goals in ministry, law, business, medicine, and government services. Communication areas such as advertising, technical writing, editing, publishing, library science, or any field that requires clarity of written expression and the ability to analyze and organize effective responses are valid career opportunities. English majors are encouraged to double major or at least minor in a complementary field, such as business, religion, psychology, or communication, so that their language skills can be applied to a different field of professional employment.

## English Major Core Requirements

**24 units**

All English majors must take at least one literature course from a period prior to the 18<sup>th</sup> century. Courses that meet this requirement include ENGL 222, ENGL 324, and ENGL 344.

### Lower-Division Core Requirements

**9 units**

ENGL	110	Freshman Writing Seminar	3
ENGL	111	Introduction to Literature	3
<b>— or —</b>			
ENGL	112	Introduction to Literary Analysis	3
ENGL	222	English Literature Survey to 1789	3
<b>— or —</b>			
ENGL	232	English Literature Survey since 1789	3

### Upper-Division Core Requirements

**15 units**

Take one course each in world literature, American literature, and linguistics.

ENGL	324	World Literature to the Renaissance	3
<b>— or —</b>			
ENGL	334	World Literature since the Renaissance	3
ENGL	344	American Literature to 1865	3
<b>— or —</b>			
ENGL	354	American Literature since 1865	3
ENGL	402	Principles of Language	3



Select one of the following writing courses:

ENGL	301	Creative Writing: Fiction	3
<b>— or —</b>			
ENGL	302	Creative Writing: Poetry	3
<b>— or —</b>			
ENGL	303	Creative Writing: Drama and Film	3

Select one of the following:

ENGL	487	Literary Movements*	3
<b>— or —</b>			
ENGL	488	Significant Authors*	3
<b>— or —</b>			
ENGL	489	Literary Topics*	3

\*In recognition of the importance of race, class, ethnicity, and gender in shaping the literary landscape of the 21<sup>st</sup> century, multicultural topics and authors are embedded in courses throughout the literature core. In addition, at least one offering of ENGL 487, ENGL 488, or ENGL 489 each year will focus on multicultural topics and authors, such as Postcolonial and Third World Literature, Significant Authors (African American, Hispanic, Asian American, Native American, Jewish, etc.), and Images of Women in Literature. Contact the department for current course descriptions as topics vary from semester to semester.

## Literature Concentration

**15 units**

### Required Courses

**6**

ENGL	377	Shakespeare	3
ENGL	480	Contemporary Literary Criticism	3

### Electives

**9**

ENGL	222	English Literature to 1789*	3
ENGL	232	English Literature since 1789*	3
ENGL	311	Film and Literature	3
ENGL	324	World Literature to the Renaissance*	3
ENGL	334	World Literature since the Renaissance*	3
ENGL	344	American Literature to 1865*	3
ENGL	354	American Literature since 1865*	3
ENGL	410	American Novel	3
ENGL	434	Children's Literature	3
ENGL	466	British Novel	3
ENGL	486	Topics in Film Analysis	3
ENGL	487	Literary Movements**	3
ENGL	488	Significant Authors**	3
ENGL	489	Literary Topics**	3
ENGL	496	Senior Seminar	3
ENGL	497	Readings	3
ENGL	498	Directed Research	3
ENGL	499	Thesis/Project	3

\* If not taken as part of the English major core requirements.

\*\* ENGL 487, ENGL 488, ENGL 489 may be repeated once to fulfill this requirement.

**Writing Concentration****15 units**

ENGL	301	Creative Writing: Fiction*	3
ENGL	302	Creative Writing: Poetry*	3
ENGL	303	Creative Writing: Drama and Film*	3
ENGL	360	Technical Writing	3
ENGL	361	Freelance Magazine Article Writing	3
ENGL	490	Writing Internship	3
ART	120	Introduction to Computer Graphics	3
COMM	210	Introduction to Journalism	3
COMM	302	Rhetorical Theory	3
COMM	314	Student Publication Workshop	1 unit at a time
COMM	311	Editing	3
COMM	450	Public Relations	3
WEB	340	Principles of E-Commerce and Web Design	3

\* If not taken as part of the English major core requirements.

\*\* ENGL 487, ENGL 488, ENGL 489 may be repeated once to fulfill this requirement.

**Teaching Concentration  
Required Courses****27 units**

ENGL	222	English Literature Survey to 1789*	3
— or —			
ENGL	232	English Literature Survey since 1789*	3
COMM	112	Oral Interpretation	3
— or —			
COMM	113	Acting Fundamentals	3
— or —			
COMM	115	Essentials of Argumentation and Debate	3
— or —			
COMM	200	Understanding Mass Communication	3
— or —			
COMM	210	Introduction to Journalism	3
ENGL	377	Shakespeare	3
ENGL	404	Approaches to Grammar	3
ENGL	405	American English Language History	3
ENGL	406	Composition: Pedagogy, Theory, and Practice	3
ENGL	480	Contemporary Literary Criticism	3

**Electives****6**

Two additional courses in English as electives in writing or literature.

**Additional Requirements****13**

In addition, students must complete field experience by permission or by taking:

EDUC 300	Introduction to Teaching as a Profession	4
----------	--	---

Students must also complete prerequisites for the professional credential program as follows:

EDUC	405	Diversity in the Classroom	3
POLI	150	American Government	3
PSYC	290	Human Growth and Development	3

\* If not taken as part of the English major core requirements.

## Requirements for the English Minor

## 24 units

The lower-division core requirements are the same for minors and majors. Upper-division courses for the minor should be chosen in consultation with an English advisor and total 12 upper-division units.

### Course Descriptions

#### **ENGL 099 Fundamentals of Reading (2)**

This course is designed for students who need to improve their reading competency in order to succeed in other college courses. Diagnostic testing, individualized instruction, and skill utilization are provided. *Credit in this course does not count toward graduation.*

#### **ENGL 100 Basic Writing (3)**

This course focuses on the language skills needed to successfully enter ENGL 110 Freshman Writing Seminar. Emphasis on sentences, paragraphs, and expository patterns, combined with individual attention to writing and reading weaknesses, enable the student to understand the writing process – from generating topics to revising for audience and clarity. Students with a verbal SAT I score below 580 (500 on SAT verbal) take a diagnostic test during registration; those scoring high on the diagnostic test are exempt from ENGL 100 and may register for ENGL 110. A diagnostic essay must be passed successfully at the end of the course in order for students to be eligible for ENGL 110 entrance. *Does not meet the general studies requirement for University Skills.*

#### **ENGL 102 Study Skills and Strategies (1)**

This course helps students become effective, efficient learners. It covers such topics as learning styles, motivational patterns, time management, test taking, study-reading, and note taking.

#### **ENGL 110 Freshman Writing Seminar (3)**

This course promotes the development of analytical and writing skills through composition of expository essays. Seminar topics addressing issues pertinent to Christian liberal arts vary with instructor. Universal requirements include argumentative and research papers. *Meets the general studies requirement for University Skills.*

#### **ENGL 111 Introduction to Literature (3)**

This course is an introduction to fiction, drama, and poetry. *Meets general studies core requirement for Language and Literature.*

#### **ENGL 112 Introduction to Literary Analysis (3)**

An introduction to English as a discipline with varying fields of specialization, this course will instruct students interested in an English major or minor, in the analysis of literary texts through close reading, and in traditional and electronic research skills in the humanities.

#### **ENGL 211 Introduction to Film (3)**

This course is an introduction to film as a narrative and visual medium, emphasizing the terms, methods, and techniques of film analysis. Students will view and discuss films in terms of plot structure, character development, themes, genres, and literary sources. Some attention will be given to the history of cinema, film criticism and theory, as well as film production from development through distribution.

#### **ENGL 222 English Literature Survey to 1789 (3)**

A chronological study of English literature from the beginning through the neoclassical period is provided in this course.

#### **ENGL 232 English Literature Survey since 1789 (3)**

A chronological study of English literature from the romantic through the modern periods is provided in this course.

#### **ENGL 301 Creative Writing: Fiction (3)**

In a writing workshop, students read, analyze, and write prose fiction, concentrating on plot, character, setting, and theme in the short story and novella formats.

**ENGL 302 Creative Writing: Poetry (3)**

Trends in the prior century's English language poetry are surveyed in support of the writing of both an analytical paper and a poetry portfolio that includes traditional and free forms.

**ENGL 303 Creative Writing: Drama and Film (3)**

This course examines the art and craft of writing for the stage, film, or television. Students learn to analyze and evaluate their audience, their writing tasks, and their communication goals, and then match these exterior concerns of craft to their interior quest to say something meaningful to themselves and others.

**ENGL 311 Film and Literature (3)**

This course is an introduction to film and literature as related though distinct, cultural forms. Students will examine the similarities and differences between film and literature, with an emphasis on movies as a narrative and visual medium. Students will become familiar with the terms, methods, and techniques of film analysis, and view and discuss films in terms of plot structure, character development, themes, genres, and literary sources. Some attention will be given to the history of cinema, film criticism and theory, as well as film production from development through distribution.

**ENGL 324 World Literature to the Renaissance (3)**

Students review world literature from Confucius to Dante. *Meets general studies core requirement for Language and Literature.*

**ENGL 334 World Literature since the Renaissance (3)**

Students review world literature from the Renaissance to the 20<sup>th</sup> century, excluding British and American literature. *Meets general studies core requirement for Language and Literature.*

**ENGL 344 American Literature to 1865 (3)**

Major writers and literary movements in America through the Civil War are examined. *Meets general studies core requirement for Language and Literature.*

**ENGL 354 American Literature since 1865 (3)**

Representative writers and major types of American literature since the Civil War are featured. *Meets general studies core requirement for Language and Literature.*

**ENGL 360 Technical and Professional Writing (3)**

This course acquaints students with the writing conventions of the professional and technical communities. It helps students understand writing as an essential analytical and communication tool in the professional world and gives them experience in developing materials and solving problems encountered in that world. *Prerequisite: ENGL 110*

**ENGL 361 Freelance Magazine Article Writing (3)**

This course provides training in writing and marketing various types of nonfiction articles in professional magazines. Students will gain experience in writing such articles as book reviews, personal experience articles, personal profiles, how-to articles, devotional articles, and human interest features.

**ENGL 377 Shakespeare (3)**

Students undertake a representative study of Shakespeare's finest narrative poetry, sonnets, dramas, comedies, histories, tragedies, and romances. *Meets general studies upper-division writing intensive course requirement.*

**ENGL 402 Principles of Language (3)**

This course provides an introductory survey of the nature and use of language: basic speech sounds, syllable structure, word formation, grammar systems, language acquisition and variation, historical aspects of language change, and their relevance to language teachers.

**ENGL 404 Approaches to Grammar (3)**

Traditional and modern analyses of grammar are covered, providing a grounding in the eight parts of speech and their subcategories; a study of phrase, clause, and sentence types; and an overview of transformational and other modern perspectives on grammar and grammar teaching. *Prerequisite: ENGL 402*

**ENGL 405 American English Language History (3)**

A study of the origins and development of the English language within the Indo-European language family, and the growth of American English as a unique and dynamic variety among the several major offshoots of British English, is the focus of this course. *Prerequisites: ENGL 402 and ENGL 404*

**ENGL 406 Composition: Pedagogy, Theory, and Practice (3)**

This course is designed for students contemplating teaching at the elementary or secondary level and of interest to students wanting to learn about writing and writing instruction. This course examines the theory, practice, and literature of English/language arts pedagogy, with an emphasis on composition. *Meets general studies upper-division writing intensive course requirement.*

**ENGL 410 American Novel (3)**

Students engage in extensive reading and analysis of selected romances and novels from 1800 to the present. This course traces the development of the genre in its American form and content. *Meets general studies elective requirement for Language and Literature.*

**ENGL 434 Children's Literature (3)**

Literature, classical as well as contemporary, interesting to children through adolescence and of value to all who work with children either professionally or as parents, is covered in this course. *Meets general studies elective requirement for Language and Literature.*

**ENGL 435 Social and Psychological Aspects of Language (3)**

Students engage in a study of cognitive and social aspects of language affecting acquisition and use; comprehension and use of sentences; language memory and production; political and social implications of language; social roles, bilingualism, codes, and code switching; and language planning.

**ENGL 466 British Novel (3)**

Students explore the origins and development of British fiction, reading representative novels from the 18<sup>th</sup> century to the present.

**ENGL 480 Contemporary Literary Criticism (3)**

This course explores theories about literature and critical approaches to literature. The testing of theories and the working out of the critical approaches occur through studying excerpts from selected works of literature. This course may be interesting not only to English majors, but also to students of philosophy, theology, and history, for what one learns about critical approaches to a literary text can be applied to all texts.

**ENGL 486 Topics in Film Analysis (3)**

This course examines the terms, methods, and techniques of film analysis in the context of a special topic that varies each semester depending on the instructor (e.g., Film Noir, Images of Women in Film, Shakespeare on Film, The Western). Emphasis is on formal analysis of film language, with consideration of other critical approaches to film.

**ENGL 487 Literary Movements (3)**

Students in this course study the literary texts, historical contexts, and critical debates of a significant literary period or movement. Course content may include exploration of corresponding cultural phenomena such as visual and performing arts, music, and film. Possible periods include Romantic, Postmodern, Classical, and Medieval. Selection varies depending on student interest and faculty availability.

**ENGL 488 Significant Authors (3)**

Students in this course undertake intensive study of one, two, or three major authors. Possible authors include Chaucer, Dickinson, Austen and Woolf, C. S. Lewis, Tolstoy and Dostoevsky, and Mark Twain among others. Selection varies depending on student interest and faculty availability.

**ENGL 489 Literary Topics (3)**

Students in this course study literary topics and genres in English, American, and world literature. Possible topics include images of women in literature, religious autobiography, science fiction, and literature of the American West, among others. Selection varies depending on student interest and faculty availability.

**ENGL 490 Writing Internship (3)**

This course provides practical application of the writing skills learned in the classroom. Internships are arranged individually for the students and supervised directly by the instructor. Experiences may include working for publishers, magazines, public relations firms, and other organizations in which writing is emphasized. Enrollment is contingent upon departmental approval. *Meets general studies upper-division writing intensive course requirement.*

**ENGL 496 Senior Seminar: English and the Professions (3)**

This course is designed to help students integrate their Christian faith and values with their private and public lives as professionals in the careers established for the English major, such as teaching, ministry, law, business, medicine, government service, and library science. The assigned readings, class discussions, and required essays and thesis aid in the process of integration. *Meets the general studies requirement for a senior seminar. Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; and completion of the majority of courses required in the English major*

**ENGL 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

**ENGL 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

**ENGL 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement.

*Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

**Humanities****HUM 222/322 Humanities Seminar II: Literary Masterpieces (4)**

This course offers a study of selected literary texts from a variety of cultures and genres in a specified historical era, taught by a faculty tutor in an integrative, inter-disciplinary fashion in conjunction with one or more other Humanities Seminar(s). HUM 222 and HUM 322 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the general studies core requirement in Language and Literature. Offered only at the Yosemite site.*

*For a description of other courses offered by various departments, please consult that section of the catalog.*

# Department of Global Studies and Sociology

## Faculty

*Chair and Professor: Richard Slimbach, Ph.D.*

*Professors: Richard Christopherson, Ph.D.; Richard Robison, Ph.D.*

*Associate Professors: David Miyahara, Ph.D.; Carol Peirce, Ph.D.; Mary Wong, Ph.D.*

*Lecturers (part time): Michael Chamberlain, M.A.; Scott Chamberlain, M.Div.;  
Mary Hankins, M.A.; Kim MacDonald, M.A.; Gerardo Marti, M.A.; Doretha O Quinn, Ph.D.;  
Claudia Owens-Shields, Ph.D.*

## Global Studies

### Introduction

The global studies major offers a framework of study for students interested in the inter-relations of peoples and nations. These relationships are diverse and complex, operate at different levels (economic, social, religious, intellectual, political, and environmental), and transcend political boundaries and geographical distance. Consequently, students in the major are able to explore global issues from a broader perspective than in traditional majors.

In the Global Studies Program, students:

- Explore a variety of liberal arts disciplines from a comparative, international, or intercultural perspective.
- Develop a critical understanding of fundamental global issues and events, and a distinctly Christian set of perspectives and ethical commitments toward them.
- Enlarge their understanding of contemporary society by in-depth study and service within local (Los Angeles) and international settings.
- Acquire a broad set of intercultural competencies (understandings, values, character qualities, and skills) as a foundation for specialized service or graduate study.

### Career Opportunities

The major is appropriate for students wishing to pursue careers in world missions, community development, international business, urban policy studies, bilingual and/or multicultural education, public or foreign service, information research, or language education (e.g., TESOL), and provides a particularly valuable foundation for specialized graduate study. The employment market for individuals with foreign language competence, cross-cultural skills, and knowledge of the world is expanding rapidly.

### The Curriculum

The global studies major at Azusa Pacific is much more than a traditional list of courses to complete. It is a dynamic, unfolding, and individualized set of learning experiences – some occurring within a formal classroom environment and others within informal field settings. These experiences are organized into the following six phases.

### **Phase 1: An Individualized Learning Plan**

Students entering the global studies major are assigned a faculty advisor who serves as a resource guide and friend. The advisor assists the student in developing an individualized learning plan, choosing electives, and ensuring that general studies requirements are met. During this phase, students learn about themselves – their interests, gifts, and life calling – by sampling the liberal arts, mixing with peers, relating to faculty mentors, and engaging in intercultural learning activities.

### **Phase 2: Multidisciplinary Course Work**

During their freshman and sophomore years, students may enroll in a variety of required and elective courses in the major. Students complete courses surveying the history, social life, politics, and cultural systems of world civilizations. The aim is to contribute multidisciplinary perspectives to students' understanding of the world while enabling them to develop intercultural relationships in the immediate communities surrounding the APU campus. This phase helps build an important conceptual, campus-based foundation for the more experiential, community-based learning that will take place both in Los Angeles and abroad.

### **Phase 3: Los Angeles Term**

During the spring semester of their sophomore year or the fall semester of their junior year, majors enroll in a residential urban study and service program in central Los Angeles. Here students learn to “think locally” by being immersed in the life of the world’s most ethnically diverse city and perhaps its preeminent urban laboratory. Students complete 15 units of course work that includes GLBL 315 Urban Explorations (3), GLBL 345 Urban Religious Movements (3), GLBL 330 Community Organization and Social Change (6), and SOC 358 Human Diversity (3). Learning activities include living with culturally different families, collaborative research projects, supervised community internships, interdisciplinary reading, and regular times of worship and biblical reflection.

### **Phase 4: Pre-Field Preparation**

By the spring semester of their junior year, students select a particular “focus” (region, nation, city, or people) of the world for in-depth study. The student enrolls in GLBL 305 Peoples and Places (3) and HIST 310 World Geography (3). The Peoples and Places seminar prepares students for their Global Learning Term (GLT) by surveying the major trends and problems of the “Third World,” researching materials, and developing individual learning contracts for the GLT courses in which they will enroll. The World Geography course enables them to do extensive area study on the place to which they will be traveling.

### **Phase 5: Global Learning Term**

Students have now completed the preparatory work (Phases 3-4) for their study and service term abroad. During the summer session of their junior year and/or the fall session of their senior year, students enroll in GLBL 350 Global Study Project (3), GLBL 335 Intercultural Internship (3-6), and GLBL 325 Family Organization (1-2). They carry out their study and service projects under the combined direction of a faculty advisor and in-field guides. (This requirement may be adjusted in the case of international students.) The projects immerse students in a country, culture, or city significantly different from their own for a long enough time (at least two months) to maximize involvement in the host culture, with adequate support to ensure successful management of stress. The aim is to provide each student with the necessary contrasts during their study and research to critically examine their faith, politics, culture, and identity.



The length of the sojourn ranges from two months (the summer following their junior year) to eight months (students leaving in May of their junior year and returning in December). Before leaving, students formulate learning contracts which describe their proposed study and service in terms of the main objectives, learning activities, and evaluation procedures. Students typically find that the impact of their experience is in direct proportion to the quality of the preparation that precedes the sojourn abroad, and the degree to which students interact directly and intensively with the host people and culture.

During their Global Learning Term, global studies majors and minors remain registered at APU and may potentially earn the same amount of credit as they would have earned for full-time study on campus.

### **Phase 6: Re-Entry Seminar/Senior Presentation**

The culmination of the global studies major is an analysis and presentation of students' field learning in the form of three courses. Students enroll in a special re-entry seminar, GLBL 420 Intercultural Journeys (2), within one semester of returning to campus. The course provides an extended period of time for consciously reflecting upon, reinterpreting, and organizing field learning. Students discuss their findings with peers and faculty and evaluate changes in themselves. They concurrently enroll in GLBL 496 Senior Seminar: Global Issues and Prospects (3), and CMIN 405 Christian Mission in the 21<sup>st</sup> Century (3) which enables them to synthesize their learning through a review of critical world issues in light of Christian mission. Students prepare and present a senior thesis on an issue of particular significance to them, with special focus on discerning their role as witnesses to Christ's Kingdom in the global arena.

A final evaluation interview marks the official end of the program. Here, students reflect on and project future plans for continuing study, research, service, and employment. They also assess the impact of the program on their personal and vocational lives and recommend to the faculty changes to the program.

All global studies majors complete 45 units of required course work. Because several courses in the major also satisfy general studies requirements, many students find they have space left to augment their program with available electives. Some (like Life and Culture Seminar) are only available during the GLT. Other on-campus courses (like the minor in English language teaching) are designed to help students acquire practical service skills.

### **Requirements for the Global Studies Major On-Campus Course Work**

**45 units  
23 units**

CMIN	405	Christian Mission in the 21 <sup>st</sup> Century	3
GLBL	301	Anthropology for Everyday Life*	3
GLBL	305	Peoples and Places	3
GLBL	420	Intercultural Journeys	2
GLBL	496	Senior Seminar: Global Issues and Prospects*	3
HIST	121	World Civilizations since 1648*	3
HIST	310	World Geography	3
POLI	320	Comparative Politics	3

### **Los Angeles Term**

**15 units**

GLBL	315	Urban Explorations*	3
GLBL	330	Community Organization and Social Change	6
GLBL	345	Urban Religious Movements	3
SOC	358	Human Diversity*	3

**Global Learning Term Course Work****7 units minimum****Required**

GLBL	325	Family Organization	1-2
GLBL	335	Intercultural Internship	3-6
GLBL	350	Global Study Project	3

**Electives**

GLBL	300	Self-Directed Language Learning	3
GLBL	340	Life and Culture Seminar	3

**Recommended Electives**

BIOL	325	Humans in the Environment*	3
GLBL	310	Intercultural Communication*	3
SOC	120	Introduction to Sociology*	3
SOC	478	Methods of Social Research	3

\*Meets a general studies requirement.

**Requirements for the Global Studies Minor****27 units**

The 27-unit global studies minor is a multidisciplinary program that adds an international and intercultural emphasis and practical field application to any student's major course of study. The program provides students with varied opportunities to acquire the perspectives, values, and skills needed to understand and compassionately serve others in today's world. Students work closely with advisors in both their major and minor fields in organizing on-campus study and crafting an individualized service-learning practicum and study project abroad. Program requirements fall within the following four integrated areas:

**1. Multidisciplinary Course Work****12 units**

Students explore and compare world cultures in terms of their histories, geographical characteristics, religious traditions, and philosophic and scientific achievements.

HIST	121	World Civilization since 1648*	3
HIST	310	World Geography	3
PHIL	315	Comparative Religions	3
POLI	320	Comparative Politics	3

\*Meets a general studies requirement.

**2. Intercultural Skills Development****6 units**

Students cultivate skills in self-awareness, intercultural learning, and program planning within a vision of Christian mission to the world.

GLBL	301	Anthropology for Everyday Life*	3
GLBL	305	Peoples and Places	3

\*Meets a general studies requirement.

**3. Global Learning Term****7 unit minimum**

Students complete an individualized family study, community internship, and small-scale research project tailored to their major field of study during a cross-cultural field term.

*Prerequisite: GLBL 305*

GLBL	325	Family Organization	1-2
GLBL	335	Intercultural Internship	3-6
GLBL	350	Global Study Project	3

**4. Post-Field Integration****2 units**

Students organize, evaluate, and integrate the information and experiences acquired during their global studies.

GLBL	420	Intercultural Journeys	2
------	-----	------------------------	---

**TESOL Programs**

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) and the TESOL Certificate Program are described in the graduate catalog.

**Undergraduate TESOL Minor**

The undergraduate minor in TESOL is especially suited to students majoring in English, global studies, Spanish, or liberal studies (education), but is open to all students. Upon completion of the minor, students are awarded an Undergraduate TESOL Certificate. The TESOL minor:

- Prepares students to teach English as a second language in public adult schools, and in developing countries.
- Prepares students for service in the U.S. among refugees, immigrants, and international students, and also for mission opportunities aboard.
- Prepares students to pursue graduate studies in TESOL or applied linguistics. TESOL minors who pursue graduate studies in TESOL at APU will already have completed two of the required courses for the M.A. in TESOL.
- Enhances students' prospects for employment or acceptance in a graduate program, including their chances of obtaining a teaching assistantship at a university. In particular, students with the minor are prepared for the California Designated Subject (ESL) Adult Education Teaching Credential.
- Facilitates the development of public speaking and general classroom management skills.

**Requirements for the TESOL Minor****21 units****Required Courses****18 units**

ENGL	402	Principles of Language	3
ENGL	404	Approaches to Grammar	3
ENGL	406	Composition: Pedagogy, Theory, and Practice <sup>^</sup>	3
TESL	456	Teaching Practicum	3
TESL	505	Second-Language Acquisition <sup>^</sup>	3
TESL	545	Second-Language Pedagogy I <sup>^</sup>	3

**Elective Course****3 units**

Students select one of the following electives:

ENGL	405	American English Language History	3
ENGL	435	Social and Psychological Aspects of Language	3
GLBL	310	Intercultural Communication <sup>*</sup>	3

<sup>^</sup>Senior standing required

<sup>\*</sup>Meets a general studies requirement.

**Additional Requirements**

1. Approval must be obtained from the department chair of the student's major in order to take TESL 505 and TESL 545.
2. Students must achieve at least a 2.0 grade-point average in the seven courses.
3. Students intending to obtain a Designated Subject Adult Education Teaching Credential should also enroll in POLI 150 American Government.

# Sociology

## Introduction

Sociology is the study of social life and the social causes and consequences of human behavior. The subject matter of sociology ranges from the intimate family to the hostile mob, from crime to religion, and from the divisions of race and social class to the shared beliefs of a common culture. In fact, few fields have such a broad scope and relevance.

The goals of the program are to:

- Provide students with the opportunity to learn about the complex and changing society in which they live.
- Develop interests in and appreciation for the varied social processes that influence human life.
- Provide a climate and curriculum within which a student may prepare for a variety of careers.

## Career Opportunities

A strong liberal arts major, sociology provides several options for students who complete their B.A. degree.

- A B.A. in Sociology is excellent preparation for future graduate work in sociology in order to become a professor, researcher, or applied sociologist.
- The undergraduate degree provides a strong liberal arts preparation for entry-level positions throughout the education, business, social service, and government arenas. Employers look for people with the skills that an undergraduate education in sociology provides.
- Sociology offers valuable preparation for careers in ministry, teaching, journalism, politics, public relations, business, criminal justice, or public administration – fields that involve investigative skills and working with diverse groups.
- Many students choose sociology because they see it as a broad liberal arts base for professions such as law, education, medicine, social work, and counseling. Sociology provides a rich fund of knowledge that directly pertains to each of these fields.

## Requirements for the Sociology Major

**39 units**

### Core Requirements

**15 units**

A total of 39 units is required for the major. A minimum grade-point average of 2.0 is required in all sociology courses.

Required courses should be taken in the following sequence:

SOC	120	Introduction to Sociology*	3
SOC	298	Basic Sociological Theory	3
PSYC	350	Applied Statistics	3
SOC	478	Methods of Social Research	3
SOC	479	Social Research Project*	3

## Related Courses

**24 units**

Selected courses from this list complete the required 39 units for a sociology major. General electives may also be selected from this list.

GLBL	301	Anthropology for Everyday Life*	3
PHIL	340	Concepts of Human Nature*	3
PSYC	425	Social Psychology	3
SOC	225	Contemporary Social Problems	3
SOC	230	Comparative Family Systems*	3
SOC	358	Human Diversity*	3

SOC	360	Sociology of Religion	3
SOC	404	Community	3
SOC	405	Men and Women in Society	3
SOC	455	Crime and Delinquency	3
SOC	464	Social Stratification	3
SOC	496	Senior Seminar: Faith and Social Issues*	3
SOC	497	Readings in Sociology	1-4

## Requirements for the Sociology Minor

**21 units**

### Core Requirements

**9 units**

SOC	120	Introduction to Sociology*	3
SOC	298	Basic Sociological Theory	3

### Upper-Division Sociology Electives

**15 units**

\*Meets a general studies requirement.

## Course Descriptions

### Global Studies

#### GLBL 300 Self-Directed Language Learning (3)

The course provides an individually tailored, community-based program for developing proficiency in a foreign language. Emphasis is placed on intensive listening and speaking practice to facilitate full participation in family, study, research, and service activities in a foreign culture. This option is offered only for language courses not taught on campus or for participants of the Global Learning Term Program.

#### GLBL 301 Anthropology for Everyday Life (3)

The course enables students to encounter and understand human differences within local communities through the combined study of topics in applied anthropology and the development of cross-cultural relationships. Insights are also drawn from sociology, intercultural communication, and missiology. *Meets the general studies elective requirement for Identity and Relationships.*

#### GLBL 305 Peoples and Places (3)

This seminar prepares students for their Global Learning Term or other study-abroad experiences through focused area study via a combination of library searches, directed reading, and learning contract development.

#### GLBL 310 Intercultural Communication (3)

The course explores the dynamic processes of establishing a relationship between culturally diverse individuals. Respecting divergent cultural patterns is promoted, but not at the expense of neglecting the consideration of salient spiritual, moral, and ethical issues involved in intercultural communication. *Meets the general studies elective requirement for Identity and Relationships.*

#### GLBL 315 Urban Explorations (3)

This course connects APU students with the urban processes, peoples, problems, and prospects of greater Los Angeles. The aim is to promote the application of global perspectives, the exchange of knowledge, the clarification of local problems, and the collaborative exploration of solutions. *Meets general studies upper-division writing intensive course requirement. Course is available only through the L.A. Term Program.*

#### GLBL 325 Family Organization (1-2)

Students immerse themselves in the daily life of host families and communities in cross-cultural settings where they explore unfamiliar assumptions and norms of behavior as the basis for composing a family ethnography. *Course is only available through the Global Learning Program.*

**GLBL 330 Community Organization and Social Change (6)**

The course aims to help students understand the organization of urban, multicultural communities, while encouraging the development of a lifelong service ethic through a semester-long public service project. The course involves students in the formal and experiential study of select areas in central Los Angeles through a combination of directed reading, neighborhood “mapping” projects, a service practicum, and group discussions. *Course is available only through the L.A. Term Program.*

**GLBL 335 Intercultural Internship (3-6)**

This integrated internship/study experience within another culture improves students’ intercultural values and skills, provides them with new knowledge, and guides them in making a tangible contribution to social change. Students serve within a community organization or development project (e.g., in a government institute, hospital, orphanage, school, clinic, or church) for a minimum of two months. *Course is only available through the Global Learning Program.*

**GLBL 340 Life and Culture Seminar (3)**

This field seminar helps students learn how to learn another culture. Students explore several topics (e.g., art, schooling, group relations, music, folklore, politics, etc.) of a chosen country, city, or people through observation and discovery, local event participation, informant interviews, problem solving, and journal keeping. *Course is only available through the Global Learning Program.*

**GLBL 345 Urban Religious Movements (3)**

This course contains a survey of religious movements in Los Angeles, including Islam, Hinduism, Buddhism, Orthodox Christianity, Judaism, and New Age. Emphasis is placed on the vernacular character of their faith, embodied and expressed in the beliefs, attitudes, practices, and rituals of their specific social and cultural situations. Learning activities include participant-observation at religious services, informant interviewing, directed reading, and group discussion. *Course is available only through the L.A. Term Program.*

**GLBL 350 Global Study Project (3)**

Students carry out individualized study/research projects on topics of particular concern and interest to them under the combined direction of an APU advisor and an on-site guide. *Course is only available through the Global Learning Program.*

**GLBL 420 Intercultural Journeys (2)**

This course provides Global Learning Term returnees an extended period of time for consciously reflecting upon, consolidating, and organizing their field learning, while investigating prospective vocational paths.

**GLBL 496 Senior Seminar: Global Issues and Prospects (3)**

Major global issues and trends are examined so as to frame possible Christian social interventions in response to some of the moral and ethical challenges of today. Students prepare and present a formal project report. *Prerequisites: senior standing; GLBL 301 or instructor permission; completion of the majority of the units required for God’s Word and the Christian Response; and completion of the majority of course work in the major*

**GLBL 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

**GLBL 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*



### **GLBL 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisites: upper-division writing intensive course completed or instructor's permission, and junior or senior standing*

## **Sociology**

### **SOC 120 Introduction to Sociology (3)**

This course focuses on the origins and development of sociology as a response to pressing social problems. It emphasizes mastery of sociological terminology. *Meets general studies core requirement for Identity and Relationships.*

### **SOC 225 Contemporary Social Problems (3)**

The complex social problems faced by people in a changing technological society are studied. Institutions, attempts to find solutions, and exploration of alternatives are emphasized.

### **SOC 230 Comparative Family Systems (3)**

This course compares traditional family patterns with the new options available to men and women, both as individuals and partners. It focuses on the changing roles of men and women inside and outside of marriage, the challenge of the two-career family, and the search for the family's place as an integral part of society. *Meets general studies core requirement for Identity and Relationships.*

### **SOC 298 Basic Sociological Theory (3)**

The function of theory and the contributions to modern sociological thought by the principle sociologists of the 19<sup>th</sup> and 20<sup>th</sup> centuries are considered. The application of theory to contemporary social concerns is investigated. *Prerequisite: SOC 120*

**SOC 358 Human Diversity (3)**

Students examine diversity in a pluralistic society, with a focus on groups that have been assigned subordinate positions because of race, religion, country of origin, disability, age, language, or gender. The nature of prejudice and issues related to discrimination and oppression are explored. *Meets general studies elective requirement in Identity and Relationships.*

**SOC 360 Sociology of Religion (3)**

This course offers an objective analysis of interrelations between religious phenomena and social institutions, structures, and behavior. There is special emphasis on the distinction between church and sect, religious and social stratification, secularization, science and religion, and religious movements.

**SOC 404 Community (3)**

Students examine the various ways people organize themselves into communities and develop means of governance. This course explores the impact of the community on people, the ways power is used and misused, social conflict, social change, and the need for social involvement. A wide variety of communities are examined: rural, urban, village, metropolis, Utopian communities, communes, planned cities, and new towns. Cultural and national differences in the development of communities are assessed.

**SOC 405 Women and Men in Society (3)**

This course is an investigation of gender and sex roles, primarily in American culture and society. The course explores the ways in which society shapes notions of what it means to be a "woman" and a "man" by examining the theories and research on how people define themselves and interact with others in a variety of contexts (family, personal relationship, work, health, religion, etc.), and by exploring the sociological implications of cultural definitions of femininity and masculinity as seen through various racial, historical, economic, and sexualized perspectives. *Prerequisite: junior or senior standing*

**SOC 455 Crime and Delinquency (3)**

This course explores the dimensions and nature of both traditional crime and criminality and the newly recognized forms of crime which exist within contemporary society. The criminal's relationship to the courts, police, and other penal agencies is the focus of attention.

**SOC 464 Social Stratification (3)**

Theories and research in social stratification are the focus of this course. Topics covered include role, status, structure of differential rankings in society, criteria for ranking, functions and dysfunction, correlates of class positions, social change, and social mobility.

**SOC 478 Methods of Social Research (3)**

This course covers basic research methods. The first semester focuses on preparation of a formal research problem, which is completed during the second semester. *Prerequisite: PSYC 350*

**SOC 479 Social Research Project (3)**

Students complete the formal research project developed in the first semester course, SOC 478. *Meets the general studies upper-division writing intensive course requirement.*

**SOC 496 Senior Seminar: Faith and Social Issues (3)**

Students investigate the impact of modernity on family life, work, religion, politics, and the arts, and consider questions such as: How can people create and preserve a morally coherent life in a society that is pluralistic, secular, and privatized? What difference does Christian faith make in the way people understand the world, and in determining how people ought to live? *Meets the general studies requirement of a senior seminar in God's Word and the Christian Response.*

**SOC 497 Readings (1-4)**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.



## TESOL

### **TESL 101 English for Academic Purposes I (4 units)**

This is an advanced level English language course designed to prepare international students for the cultural and academic realm of speaking and listening at an undergraduate level in an American university. Students put into practice the communication skills used at an American university by getting involved in and observing social contexts in and around the university campus and by emulating and discussing in class many of the situations in which these skills take place. In addition, students will examine American values which influence and determine the use of listening and speaking for communication in American culture. *For international students only; to be taken concurrently with TESL 102.*

### **TESL 102 English for Academic Purposes II (4 units)**

This is an advanced level English language course designed for students who speak English as a second language. Emphasis is placed on reading and writing skills used within academic settings. These skills include interacting with a text, reading for information, paraphrasing, summarizing, expressing an opinion, writing essays, and documenting papers using academic citations. *For international students only; to be taken concurrently with TESL 101.*

### **TESL 456 Teaching Practicum (3 units)**

Student teachers engage in practice teaching, observed by mentor teachers. Through short debriefing sessions, they are guided into a discovery of their teaching behaviors and alternative ways of achieving desired results.

### **TESL 505 Second Language Acquisition (3 units)**

An study of the linguistic, psychological, and social aspects of language acquisition is offered, including the relationship of language and thought, language-learning strategies, inter-language, transfer, and error analysis. Senior standing required. *Please see the policy on Graduate Courses Taken by Undergraduate Students listed elsewhere in the catalog.*

### **TESL 545 Second-Language Pedagogy I (3 units)**

Language acquisition theory is applied to the teaching of English to nonnative speakers. ESL/EFL teaching methods, with an emphasis on listening comprehension and oral communication at beginning to low-intermediate proficiency levels, are introduced. *Senior standing required. Please see the policy on Graduate Courses Taken by Undergraduate Students listed elsewhere in the catalog.*

*For a description of other courses offered by various departments, please consult that section of the catalog.*

# Department of History and Political Science

## Faculty

*Chair and Professor: Christopher Flannery, Ph.D.*

*Professors: David Weeks, Ph.D.; Diane Guido, Ph.D.*

*Associate Professors: Bryan Lamkin, Ph.D.; Daniel C. Palm, Ph.D.; Brad Stetson, Ph.D.*

*Assistant Professors: David Lambert, MBA; Tim Hagen, M.A.*

*Lecturers (part time): Michael Hammett; Charles McCoy; Jim Valice; James Zaharek*

## Department Overview

This department offers majors in history, political science, and social science. Within the political science major are four optional concentrations: ethics and politics, international relations, American politics, and prelaw. Many courses in the department emphasize the reading of classic texts or the study of primary sources. All courses offered in the department are within the College of Liberal Arts and Sciences and designed to contribute to a Christian liberal arts education.

The three majors in the department aim at the following goals:

- To develop intellectual curiosity
- To equip student with the abilities to write and speak well, think critically, and judge wisely
- To enable students to distinguish justice from injustice
- To teach students legitimate purposes and necessary limits of political power
- To provide students historical perspective for making judgements in the present
- To instruct students in human possibilities and limits
- To prepare students for careers calling for clear cogent reasoning
- To familiarize student with other cultures and times
- To make available to students the knowledge that is needed by citizens and statesmen
- To prepare students to teach various social science disciplines

To graduate as department majors, students must maintain at least a 2.0 grade-point average in major courses.

Students who want to earn up to 16 units in their major through the Oxford Study Abroad program or the American Studies Program in Washington, DC, may do so by arrangement with the Department of History and Political Science.

# History

## Introduction

History is the study of the human record of the human past. As an academic discipline, history is comprehensive insofar as it records and explains the development, causes, and effects over time of all other disciplines. Thoughtful study of the past provides a necessary perspective for making judgments in the present. It instructs the student in human possibilities and limits. Course offerings include studies in American, European, and world history, as well as focused studies of various historical themes and different regions.

## Career Opportunities

The history major is prepared for all careers calling for clear and logical reasoning, the ability to analyze complex relations between cause and effect, well-developed writing skills, and familiarity with other cultures and times. The most common vocational pursuits include teaching, law, government service, and careers as archivists, researchers, librarians, museum curators, and consultants.

## Requirements for the History Major

### Core Requirements

**36 units**
**21 units**

HIST	120	World Civilizations to 1648*	3
HIST	121	World Civilizations since 1648*	3
HIST	151	U.S. History to 1865*	3
HIST	152	U.S. History since 1865*	3
HIST	310	World Geography	3
POLI	300	Research and Writing*	3
POLI	496	Senior Seminar*	3

### Additional Requirements

**15 units**

Fifteen additional units of upper-division departmental electives from the following list.

HIST	330	History of Religion in America	3
HIST	334	History of American Foreign Affairs	3
HIST	338	History of California	3
HIST	342	The American West	3
HIST	350	Medieval Europe	3
HIST	352	Renaissance and Reformation	3
HIST	356	Modern Europe	3
HIST	374	Colonial Era	3
HIST	376	The Revolution and the Republic	3
HIST	380	Civil War and Reconstruction	3
HIST	382	Emergence of Modern America	3
HIST	386	Modern America	3
HIST	484	Historical Themes	1-3
HIST	497	Independent Study/Readings	1-3
HIST	498	Independent Study/Directed Research	1-3
HIST	499	Independent Study/Thesis Project	1-3
POLI	325	Constitutional Law	3
POLI	326	Civil Rights and Civil Liberties	3
POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought	3
POLI	376	The American Founding	3

\*Meets a general studies requirement.

POLI	390	History and Politics of the Non-Western World	3
UBBL	450	Ancient Near East History	3
UBBL	451	Greco-Roman World	3

**Requirements for the History Minor****21 units****Core Requirements****9 units**

HIST	120	World Civilizations to 1648*	3
— or —			
HIST	121	World Civilizations since 1648*	3
HIST	151	U.S. History to 1865*	3
HIST	152	U.S. History since 1865*	3

**Upper-Division Concentration in American or European History****6 units**

Choose from the following list:

HIST	330	History of Religion in America	3
HIST	334	History of American Foreign Affairs	3
HIST	342	The American West	3
HIST	350	Medieval Europe	3
HIST	352	Renaissance and Reformation	3
HIST	356	Modern Europe	3
HIST	374	Colonial Era	3
HIST	376	The Revolution and the Republic	3
HIST	380	Civil War and Reconstruction	3
HIST	382	Emergence of Modern America	3
HIST	386	Modern America	3
HIST	484	Historical Themes	1-3
UBBL	451	Greco-Roman World	3

**Upper-Division Departmental Electives****6 units**

Choose from the following list:

HIST	310	World Geography	3
HIST	330	History of Religion in America	3
HIST	334	History of American Foreign Affairs	3
HIST	338	History of California	3
HIST	342	The American West	3
HIST	350	Medieval Europe	3
HIST	352	Renaissance and Reformation	3
HIST	356	Modern Europe	3
HIST	374	Colonial Era	3
HIST	376	The Revolution and the Republic	3
HIST	380	Civil War and Reconstruction	3
HIST	382	Emergence of Modern America	3
HIST	386	Modern America	3
HIST	484	Historical Themes	1-3
HIST	497	Independent Study/Readings	1-3
HIST	498	Independent Study/Directed Research	1-3
HIST	499	Independent Study/Thesis Project	1-3
POLI	325	Constitutional Law	3
POLI	326	Civil Rights and Civil Liberties	3
POLI	360	Classical Political Thought	3

\*Meets a general studies requirement.

POLI	363	Modern Political Thought	3
POLI	376	The American Founding	3
POLI	390	History and Politics of the Non-Western World	3
UBBL	450	Ancient Near East History	3
UBBL	451	Greco-Roman World	3

## Political Science

### Introduction

Political science is concerned with the knowledge that is needed by citizens and statesmen. This knowledge is required to make and recognize good laws, distinguish justice from injustice, and understand the legitimate purposes and necessary limits of political power. The political science major prepares students to take an informed, intelligent, and leading role in the affairs of their community, country, and world. In addition to classroom, research, and seminar experiences, students are encouraged to become directly involved in politics through internship experiences on the local, state, or national level.

### Career Opportunities

The political science major studies politics as part of a traditional liberal arts education. This discipline helps develop intellectual curiosity and the abilities to write and speak well, think critically, judge wisely, and exercise leadership. These skills help prepare students for a future in a variety of careers. The most common vocations pursued by political science majors include law, foreign affairs, journalism, public relations, and criminal justice. Careers in government, politics, and public service agencies are popular. Opportunities for teaching, research, consulting, and graduate study are also available.

### Requirements for the Political Science Major

**36 units**

#### Core Requirements

**12 units**

POLI	150	American Government*	3
POLI	160	Introduction to Politics*	3
POLI	300	Research and Writing*	3
POLI	496	Senior Seminar*	3

#### Additional Requirements

**24 units**

Twenty-four additional units of political science courses are required. Twenty-one of these must be in upper-division courses, with at least two courses in each of the following subfields:

#### American Politics

POLI	220	State and Local Government	3
POLI	325	Constitutional Law	3
POLI	326	Civil Rights and Civil Liberties	3
POLI	400	Seminar on American Politics	3

#### Comparative and International Politics

HIST	310	World Geography	3
HIST	334	History of American Foreign Affairs	3
POLI	320	Comparative Politics	3
POLI	340	International Relations	3
POLI	390	History and Politics of the Non-Western World	3

\*Meets a general studies requirement.

**Political Philosophy**

POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought	3
POLI	376	The American Founding	3

**Other Courses**

Remaining units may be taken from the following list:

POLI	210	Current Events	1-3
POLI	399	Political Science Practicum	1-8
POLI	471	Political Topics	1-8
POLI	497	Independent Study/Readings	1-3
POLI	498	Independent Study/Directed Research	1-3
POLI	499	Independent Study/Thesis Project	1-3
SOC	478	Methods of Social Research	3
SOC	479	Social Research Project	3

**Concentrations**

For those students with specific academic interests or career objectives, the department offers four concentrations in lieu of the regular major.

**Ethics and Politics****48 units**

12 Political Science courses and 4 other courses

HIST	120	World Civilizations to 1648	3
HIST	121	World Civilizations since 1648	3
POLI	150	American Government*	3
POLI	160	Introduction to Politics*	3
POLI	300	Research and Writing*	3
POLI	326	Civil Rights and Civil Liberties	3
POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought	3
POLI	376	The American Founding	3
POLI	400	Seminar on American Politics	3
POLI	496	Senior Seminar*	3
		Upper-Division Political Science Electives	9
		Upper-Division Philosophy Electives	6

**American Politics****48 units**

11 Political Science courses and 5 History courses

HIST	151	U.S. History to 1865	
HIST	152	U.S. History since 1865	3
HIST	334	History of American Foreign Affairs	3
POLI	150	American Government*	3
POLI	160	Introduction to Politics*	3
POLI	220	State and Local Government	3
POLI	300	Research and Writing*	3
POLI	320	Constitutional Law	3
POLI	326	Civil Rights and Civil Liberties	3
POLI	376	The American Founding	3
POLI	400	Seminar on American Politics	6
POLI	496	Senior Seminar*	3

\*Meets a general studies requirement.

Two of the following:

HIST	374	Colonial Era	3
HIST	380	Civil War and Reconstruction	3
HIST	382	Emergence of Modern America	3
HIST	386	Modern America	3
Upper-Division Political Science Elective			3

**International Relations****48 units**

12 Political Science courses and 4 History courses

HIST	120	World Civilizations to 1648	3
HIST	121	World Civilizations since 1648	3
HIST	334	History of American Foreign Affairs	3
HIST	386	Modern Europe	3
POLI	150	American Government*	3
POLI	160	Introduction to Politics*	3
POLI	300	Research and Writing*	3
POLI	325	Comparative Politics	3
POLI	340	International Relations	3
POLI	363	Modern Political Thought	3
POLI	390	History and Politics of the Non-Western World	3
POLI	496	Senior Seminar*	3
Upper-Division Political Science Electives			9

**Pre-Law****51 units**

14 Political Science courses and 3 other courses

POLI	150	American Government*	3
POLI	160	Introduction to Politics*	3
POLI	300	Research and Writing*	3
POLI	325	Constitutional Law	3
POLI	326	Civil Rights and Civil Liberties	3
POLI	327	Introduction to Legal Studies	3
POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought	3
POLI	376	The American Founding	3
POLI	400	Seminar on American Politics	6
POLI	496	Senior Seminar*	3

Three of the following:

BUSI	303	Business Law	3
COMM	115	Essentials of Argumentation and Debate	3
PHIL	330	Thinking and Informal Logic	3
SOC	455	Crime and Delinquency	3
Upper-Division Political Science Electives			6

\*Meets a general studies requirement.

**Requirements for the Political Science Minor** **21 units**

POLI	150	American Government*	3
POLI	160	Introduction to Politics*	3
5 Political Science Courses (at least 4 upper-division courses)			15

Choose from the following list:

**American Politics**

POLI	220	State and Local Government	3
POLI	325	Constitutional Law	3
POLI	326	Civil Rights and Civil Liberties	3
POLI	327	Introduction to Legal Studies	3
POLI	400	Seminar on American Politics	3

**Comparative and International Politics**

HIST	310	World Geography	3
HIST	334	History of American Foreign Affairs	3
POLI	320	Comparative Politics	3
POLI	340	International Relations	3
POLI	390	History and Politics of the Non-Western World	3

**Political Philosophy**

POLI	360	Classical Political Thought	3
POLI	363	Modern Political Thought	3
POLI	376	The American Founding	3

**Other Courses**

Remaining units may be taken from the following list:

POLI	210	Current Events	1-3
POLI	399	Political Science Practicum	1-3
POLI	471	Political Topics	1-8
POLI	497	Independent Study/Readings	1-3
POLI	498	Independent Study/Directed Research	1-3
POLI	499	Independent Study/Thesis Project	1-3
SOC	478	Methods of Social Research	3
SOC	479	Social Research Project	3

\*Meets a general studies requirement.

**Social Science****Introduction**

The social science major is designed primarily to prepare students to teach various social science disciplines (particularly history, political science, geography, economics, sociology, and psychology) at the secondary level. This major provides future teachers with an integrated study of these social sciences which will help develop analytical skill, comparative perspective, critical judgement, and a knowledge base about the world around them. This major is a subject-matter program in social science approved by the California Department of Education.

**Career Opportunities**

The primary career choice for social science majors is teaching at the secondary level. Other options include careers in education, government service, journalism, advertising, library science, law, and politics. Opportunities for research, consulting, and graduate study are also available.



<b>Requirements for the Social Science Major</b>			<b>57 units</b>
BUSI	250	Macroeconomics	3
BUSI	251	Microeconomics	3
HIST	120	World Civilizations to 1648*	3
HIST	121	World Civilization since 1648*	3
HIST	151	U.S. History to 1865*	3
HIST	152	U.S. History since 1865*	3
HIST	310	World Geography	3
HIST	338	History of California	3
PHIL	315	Comparative Religions	3
POLI	150	American Government*	3
POLI	160	Introduction to Politics*	3
POLI	300	Research and Writing*	3
POLI	390	History and Politics of the Non-Western World	3
POLI	496	Senior Seminar: Religion and Politics*	3
PSYC	110	General Psychology*	3
<b>— or —</b>			
SOC	120	Introduction to Sociology*	3
PSYC	290	Human Growth and Development*	3
EDUC	405	Diversity in the Classroom*	3
One Upper-Division History Course			3
(See the History Major for the list of courses)			
One Upper-Division Political Science Course			3
(See the Political Science Major for the list of courses)			

\*Meets a general studies requirement.

## Course Descriptions

### History

#### **HIST 120 World Civilizations to 1648 (3)**

This survey course deals with the customs, cultures, religions, and forms of government of peoples from ancient times to 1648. *Meets the general studies core requirement for Heritage and Institutions.*

#### **HIST 121 World Civilizations since 1648 (3)**

This survey course deals with the customs, cultures, religions, and forms of government of peoples from 1648 to the present. *Meets the general studies core requirement for Heritage and Institutions.*

#### **HIST 151 United States History to 1865 (3)**

This course surveys the political and cultural history of the United States to 1865. Areas of study include concepts of government and analysis of political institutions. *This course meets the state requirement in U.S. history and government. Meets the general studies core requirement for Heritage and Institutions.*

#### **HIST 152 United States History since 1865 (3)**

This course surveys the political and cultural history of the United States from 1865 to the present. Areas of study include concepts of government and analysis of political institutions. *This course meets the state requirement in U.S. history and government. Meets the general studies core requirement for Heritage and Institutions.*

**HIST 310 World Geography (3)**

This course is a study of cultural, historical, and political geography. It includes study of the ways people interact with their natural environments, the ways different cultures interact with one another, the global patterns of human migration and settlement, and the distinctive natural, linguistic, cultural, and political features of different regions of the world.

**HIST 330 History of Religion in America (3)**

This course covers the religious history of the American people. The significance of the social gospel, sects, cults, and modern trends are examined.

**HIST 334 History of American Foreign Affairs (3)**

This course is a study of American foreign affairs and international relations from 1776 to the present.

**HIST 335 Cultural History/Travel Study (3)**

This cultural history course combines visits of major cultural and historical sites with academic study of the geography, history, art, literature, politics, and religion of the country, region, or continent. The interdisciplinary course is taught by a team of two to four faculty and developed around a history core, from which each student may choose to develop an intensive focus upon art and architecture, history, literature, politics, or church history. *Meets general studies elective requirement for Heritage and Institutions.*

**HIST 338 History of California (3)**

Students learn about the exploration, colonization, and development of Hispanic California; the coming of the Americans; and the political, economic, and cultural development of California since its acquisition by the United States.

**HIST 342 The American West (3)**

This course offers coverage of the exploration and development of the West, mining and stock-raising frontiers, rail roads, and agriculture; and the effects of the frontier on American institutions.

**HIST 350 Medieval Europe (3)**

This course is a study of Europe from the fall of the Roman Empire to the Renaissance.

**HIST 352 Renaissance and Reformation (3)**

This course is a study of Europe from the 15<sup>th</sup> century to 1648; it covers intellectual, social, and political changes, and religious revolt and wars.

**HIST 356 Modern Europe (3)**

This course is a study of European intellectual, social, political, and religious history from the late 17<sup>th</sup> century to the present.

**HIST 374 Colonial Era (3)**

This course is a study of the English colonies in America 1609-1776; themes include institutions, life, and customs, intercolonial relations, imperial control, and the movement for independence.

**HIST 376 The Revolution and the Republic (3)**

This course examines major topics in the history of the United States between the American Revolution and the early antebellum period, paying special attention to the impact of political development on religion, culture, economic systems, and gender, ethnic, and racial interactions.

**HIST 380 Civil War and Reconstruction (3)**

This course is a study of the causes of sectional conflict, the Civil War, and political, social, and economic reconstruction (1850-77).

**HIST 382 Emergence of Modern America (3)**

This course is a study of the period 1878-1918, including political and intellectual change, the advent of big business, urbanization, reform, and the coming of World War I.

**HIST 386 Modern America (3)**

This course is a study of the intellectual, political, economic, and social history of America from 1918 to the present.

**HIST 401 Humanities Seminar (6)**

Subject matter for this course varies. The pre-announced topic is addressed from an interdisciplinary perspective and includes some of the following: history, literature, sociology, art, religion, biblical studies, and language. Each time this course is offered it is further defined with a subtitle.

**HIST 402 Historical Research Skills (6)**

Subject matter for this course varies. The course emphasizes one of the following: historical research skills, archaeological methods, or language study. The course includes access to primary archival resources, field experiences, and/or trips to historical sites. Each time this course is offered it is further defined with a subtitle.

**HIST 403 Church History Seminar (6)**

Subject matter for this course varies. The course includes an intensive study of a specific era in church history. Each time this course is offered it is further defined with a subtitle.

**HIST 404 Archaeology Field Experience (6)**

This field experience is only offered at the Wadi Natrun archaeological dig in Egypt. It includes hands-on field experience.

**HIST 484 Historical Themes (3)**

Subject matter for this course varies and may include topics in non-Western, European, and United States history. May be repeated for credit.

**HIST 497 Readings (1-4)**

This course consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division and a full-time professor.

**HIST 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

**HIST 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis and communication. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

## Humanities

**HUM 221/321 Humanities Seminar I: Great Works (4)**

This course offers a study of selected classic works that shaped and represented different civilizations in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion in conjunction with one or more other Humanities Seminar(s). HUM 221 and HUM 321 may not be taken concurrently, and additional work is required in HUM 321. This course may be repeated once for credit as the topic varies. *Meets the general studies core requirement in Heritage and Institutions. Offered only at the Yosemite site.*

## Political Science

### **POLI 150 American Government (3)**

This course is a study of the institutions and processes of American government on the local, state, and national levels. *This course meets the state requirement for U.S. history and government. Meets the general studies core requirement for Heritage and Institutions.*

### **POLI 160 Introduction to Politics (3)**

This course introduces the beginning political science student to the fundamental themes and enduring problems of political life. *Meets the general studies core requirement in Heritage and Institutions.*

### **POLI 210 Current Events (3)**

Students explore selected current domestic and foreign policy issues.

### **POLI 220 State and Local Government (3)**

This course offers a comparison of the organizations, processes, and functions of local government in the United States, including counties, cities, and special districts.

### **POLI 271 Political Topics (3)**

Subject matter for this course varies and may include topics in political theory, American government, and international affairs. Possible topics include: nuclear arms, religion and politics, and presidential elections. *POLI 271 and POLI 471 may not be taken concurrently, and additional work is required in POLI 471. This course may be repeated for credit as the topic varies. Up to eight units may be earned for participation in seminars offered by the American Studies Program.*

### **POLI 300 Research and Writing (3)**

This is an upper-division writing intensive course emphasizing the research and writing skills common to the disciplines of history and political science. *Fulfills general studies requirement for upper-division writing intensive course. Strongly recommended before taking any 300- or 400-level courses. Course is a prerequisite for POLI 496.*

### **POLI 320 Comparative Politics (3)**

This course offers a comparative study of major political systems. The communist, socialist, and democratic systems are compared as they have been applied in various states.

### **POLI 325 Constitutional Law (3)**

This course is an inquiry into the Supreme Court's interpretation of the Constitution concerning the powers of the states, the president, Congress, and the courts. *Prerequisite: POLI 150 or instructor's permission*

### **POLI 326 Civil Rights and Civil Liberties (3)**

Students analyze Supreme Court decisions related to the Bill of Rights and the 14<sup>th</sup> Amendment. *Prerequisite: POLI 150 or instructor's permission*

### **POLI 327 Introduction to Legal Studies (3)**

This course is a study of forms of law school writing, the profession of the law, and the philosophy of law as it has developed from ancient to contemporary times. The course is primarily for students intending to pursue a career in law and should ideally be taken by students in their junior year. *Prerequisite: POLI 325, POLI 326, or instructor's permission*

### **POLI 340 International Relations (3)**

The foundations and development of the nation-state system are explored, with an emphasis on policy formation and conflict resolution. *Meets the general studies elective requirement in Heritage and Institutions.*

### **POLI 360 Classical Political Thought (3)**

This course is a study of ancient Greek political thought with some reference to Roman and medieval political thought. The course focuses on ideas of justice, nature, and human nature.

### **POLI 363 Modern Political Thought (3)**

This course is a study of major political thinkers from the 16<sup>th</sup> century to the present. *Meets the general studies elective requirement in Heritage and Institutions.*

**POLI 376 The American Founding (3)**

This is a study of the central ideas of American constitutional democracy as they are illuminated in selected writings of the American founders and in modern contemporary scholarship on the American founding. *Meets the general studies elective requirement for Heritage and Institutions. Prerequisite: POLI 150, POLI 160, or instructor s permission*

**POLI 390 History and Politics of the Non-Western World (3)**

This course offers an overview of historical and political patterns in one pre-announced selected area of the non-Western developing world. *This course may be repeated for credit as the topic varies.*

**POLI 399 Political Science Practicum (8)**

This practicum gives credit for field work in an area chosen by the student. The American Studies Program and the University of California, Davis' Capitol Campus Program offer internship opportunities in Washington, DC, and Sacramento. Other local opportunities include government agencies, political parties, and political campaign organizations. *Up to eight units may be earned. Only six units are counted towards the political science major/minor. All other units count as elective credits.*

**POLI 400 Seminar on American Politics (3)**

This course facilitates inquiry into one pre-announced aspect of American politics, such as political parties, voting behavior, or interest groups. Other regularly offered topics include the presidency, Congress, and the federal court system. *This course may be repeated for credit as the topic varies. Prerequisite: POLI 150 or instructor s permission*

**POLI 471 Political Topics (8)**

Subject matter for this course varies and may include topics in political theory, American government, and international affairs. Possible topics include: nuclear arms, religion and politics, and presidential elections. *POLI 271 and POLI 471 may not be taken concurrently, and additional work is required in POLI 471. This course may be repeated for credit as the topic varies. Up to eight units may be earned for participation in seminars offered by the American Studies Program.*

**POLI 496 Senior Seminar: Religion and Politics (3)**

This seminar focuses on the ethical, political, and historical implications of ideas both in their historical context and in contemporary society. *Meets the general studies requirement as a senior seminar in God s Word and the Christian Response. Prerequisites: POLI 300; senior standing; completion of the majority of the units required for God s Word and the Christian Response; and completion of the majority of course work in the major*

**POLI 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

**POLI 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

**POLI 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisites: upper-division writing intensive course completed or instructor s permission; and junior or senior standing*

*For a description of other courses offered by various departments, please consult that section of the catalog.*

# Department of Mathematics and Physics

## Faculty

*Chair and Professor: Donald Isaak, Ph.D.*

*Associate Professors: Mark Arvidson, Ph.D.; Jack Carter, M.S.; Edward Lulofs, Ph.D.; Tedd Szeto, Ph.D.; Gary L. Wood, M.S.*

*Lecturers (part time): Brian Croissant, John Dobrenon, John Hitchcock; Nancy Lyons, Tom Shirey, Richard Spadaccini, Paul Spielman, Leslie Wickman, Ph.D.*

## Department Mission Statement

The Department of Mathematics and Physics aims to bring students to a deeper understanding of God's universe through the precision of mathematical language and elucidation of physical phenomena that are foundational to the natural world; equip students with skills in abstract ideas, logical reasoning, quantitative relations, and analytical problem solving consistent with the outcome of a liberal arts education; and prepare students for success in their career fields of choice.

## Mathematics

### Introduction

The mathematics major at Azusa Pacific University provides students with a general basis in mathematics. The student who majors in mathematics has the option of obtaining a Bachelor of Arts or a Bachelor of Science degree. Both degrees have the same mathematics requirements, which include a balance of both pure and applied mathematics, but the B.S. degree includes a minor in physics, chemistry, or computer science. (See these subject areas for requirements and course descriptions.) The mathematics major may choose a minor in business to prepare for entrance into an MBA program.

The mathematics program is designed to:

- Equip the student to be proficient in problem solving and logical reasoning.
- Enable the student to apply analytical approaches toward a range of cross-disciplinary problems.
- Assist the student in demonstrating the appropriate use of technology specific to mathematics.
- Encourage the student to integrate moral and ethical reasoning strategies with skills required in mathematical applications.
- Enable the student to describe the traditional foundations of the field of mathematics and to appreciate the continuing role these foundations play in modern mathematical thought.

## Career Opportunities

The completion of a mathematics degree at Azusa Pacific University enables students to enter a variety of professions related to mathematics (teaching, industry, computer science) upon graduation and prepares them for graduate study. APU graduates have gone on to prestigious graduate schools, accepted choice offers to teach at various secondary schools, and moved into attractive industry positions. There is currently a strong demand for mathematics teachers. Students desiring a junior or senior high school teaching credential should note the requirements of the Single-Subject Waiver Program for mathematics listed in this section.

<b>Requirements for the Mathematics Major</b>			<b>52 units</b>
CS	220	Introduction to Computer Science	4
MATH	251/252*	Calculus I, II	5,4
MATH	300	Linear Algebra	3
MATH	310	Discrete Mathematics	3
MATH	350	Differential Equations	4
MATH	355	Advanced Multivariate Calculus	4
MATH	400	Abstract Algebra	3
MATH	450	Introduction to Real Analysis	3
PHYC	251**/252	General Physics I/II	5,5
Upper-Division Mathematics Electives (except MATH 301)			9

\*Deficiencies in mathematics units must be made up as electives.

\*\*Meets a general studies requirement.

NOTE: To meet the requirements of the Single-Subject Waiver Program for a teaching credential in mathematics, the nine units of upper-division mathematics electives should be met with specific courses MATH 315, MATH 340, and MATH 360. In addition to the mathematics major, this credential program requires EDUC 300 and MATH 480\*\*.

<b>Requirements for the Mathematics Minor</b>			<b>26 units</b>
CS	220	Introduction to Computer Science	4
MATH	251/252	Calculus I, II*	5,4
MATH	300	Linear Algebra	3
MATH	350	Differential Equations	4
Upper-Division Mathematics Electives			6

\*Deficiencies in mathematics must be made up as electives.

## Physics

### Introduction

This physics program is designed to prepare students who:

- Apply a variety of mathematical models to physical phenomena.
- Demonstrate proficient use of laboratory apparatus and perform experiments skillfully.
- Appreciate the full spectrum of physics from classical through quantum mechanics.
- Demonstrate skill in appropriate use of technology to address topics in the physical sciences.
- Recognize the increasing emphasis society places on technology and critically evaluate this emphasis.
- Apply moral and ethical reasoning skills to controversial applications of science and technology.
- Can describe and assess different views of the relationship between biblical and scientific perspectives of nature.

The Bachelor of Science degree requires that the student have a minor in another area of science, engineering, or mathematics. The minors available at APU include: biology, chemistry, computer science, and mathematics. See those sections for specific requirements.

## Career Opportunities

The study of physics focuses on broad topics such as matter, energy, gravitation, electricity and magnetism, atomic and nuclear structures, the theory of relativity, and quantum mechanics. Members of the APU physics faculty have expertise in mathematical physics, theoretical high-energy physics, fractal and chaotic systems, wavelet analysis, mineral physics, geophysics, and theoretical solid state physics.

The physics major is especially appropriate for students who wish to teach physics, but can also be a step towards advanced studies. It recognizes a growing need for trained scientists to serve as physics teachers at all levels of education. Furthermore, trained Christian scientists who teach in the physical sciences demonstrate that scientific and biblical worldviews are compatible in physical science. This emphasis complements the overall strength at APU in education training. Other specific career options include work in materials science, space exploration, aerospace, technical instrumentation, basic research, and the computer industry. A physics major is also an excellent stepping stone for further studies in a wide range of interdisciplinary fields.

## Requirements for the Physics Major

**61 units**

A minimum of 37 physics units, 17 mathematics units, 4 chemistry units, and 3 computer science units are required for the physics major. In addition, there are 65 units of general studies requirements, thus 126 units are required for a Bachelor of Science in Physics. Included are the specific course requirements for a physics major. Other specific requirements occur with the selection of a minor.

### Physics Requirements

**37 units**

Up to 36 physics units are currently available at APU in listed courses.

MATH	430	Mathematical Physics	3
PHYC	251*/252	General Physics I, II	5,5
PHYC	301	Statics	3
PHYC	302	Dynamics	3
PHYC	361	Electricity and Magnetism	3
PHYC	362	Electric Circuits	3
PHYC	401	Thermodynamics	3
PHYC	451/452	Modern Physics I, II	3,3
PHYC	490	Science Seminar	1
		Advanced Physics Laboratory**	2

\*Meets a general studies requirement.

\*\*These two units are satisfied by lab experience in one of two options. Two semester units of an advanced physics laboratory can be transferred from another school. The student can waive the option to take the upper-division lab at another university and sign up for 2 units of PHYC 498 Directed Research or PHYC 499 Thesis/Project.

### Mathematics Requirements

**17 units**

MATH	251	Calculus I	5
MATH	252	Calculus II	4
MATH	350	Differential Equations	4
MATH	355	Advanced Multivariate Calculus	4



**Chemistry Requirements** **4 units**

Take at least one of the following:

CHEM	151	General Chemistry I*	4
CHEM	152	General Chemistry II	4

(CHEM 152 is a recommended prerequisite to PHYC 401 Thermodynamics, but the physics major only requires CHEM 151 or CHEM 152.)

**Computer Science Requirements** **3 units**

Take at least one of the following:

CS	210	Microcomputer Programming	3
CS	220	Introduction to Computer Science	4
CS	330	Systems Programming I	3

**Physics Minor**

A physics minor is offered. This minor is ideal for students majoring in mathematics, chemistry, or biology and meets the requirements for a B.A. degree.

**Requirements for the Physics Minor** **22 units**

Requirements for a physics minor are met by successful completion of 10 units of general physics and 12 units selected from upper-division physics courses and MATH 430.

**Math/Physics****Introduction**

The math/physics major is especially appropriate for students pursuing teaching careers in physics or mathematics and is designed to prepare students who can:

- Apply a variety of mathematical models to physical phenomena.
- Recognize the proper relationship between theoretical and experimental physics.
- Demonstrate skill in using laboratory apparatus and performing basic experiments.
- Recognize the increasing emphasis society places on technology and critically evaluate this emphasis.
- Apply moral and ethical reasoning skills to controversial applications of science and technology.
- Describe and assess different views of the relationship between biblical and scientific perspectives of nature.

**Requirements for the Math/Physics Major (B.A.)** **50 units**

Computer programming language course			3
CHEM	151	General Chemistry I*	4
MATH	251/252	Calculus I, II	5,4
PHYC	251/252	General Physics I*, II	5,5
PHYC	401	Thermodynamics	3
Upper-Division Courses in math or physics (excluding MATH 301) (minimum of six units in Physics)			21

\*Meets a general studies requirement.

## Pre-Engineering Program

The pre-engineering program is designed to enable students to:

- Complete the engineering degree at another institution of their choice.
- Demonstrate skill in the appropriate use of technology specific to engineering disciplines.
- Develop confidence in strategies of problem-solving.
- Develop and apply problem-solving strategies in small group collaborations.
- Effectively communicate technical information in written and verbal form.
- Integrate previous knowledge in mathematics and science to discover new significance of these tools in the applied field of engineering.

### 2/2 Program

In the 2/2 Program, a student completes a list of prescribed courses at Azusa Pacific University, then transfers to a school offering the engineering specialization of his/her choice to take the remaining course work required for graduation from that institution.

Under normal circumstances, students are able to complete the APU requirements in two years and the additional requirements in two more years, hence the designation 2/2 Program. Students are encouraged to investigate early on the specific requirements of programs to which they expect to transfer. Some University of California and California State University engineering programs require transfer students to have completed two courses in English composition and two semesters of chemistry.

Requirements for the 2/2 Program			65 units
CHEM	151	General Chemistry I	4
COMM	111	Public Communication	3
CS	220	Introduction to Computer Science	4
CSA	101	Beginnings	1
ENGL	110	Freshman Writing Seminar	3
MATH	251/252	Calculus I, II	5,4
MATH	300	Linear Algebra	3
MATH	350	Differential Equations	4
MATH	355	Advanced Multivariate Calculus	4
PE	1XX	Fitness for Life (or varsity sport)	1
PE	240	Health Education	2
PHYC	101	Introduction to Engineering	2
PHYC	251/252	General Physics I, II	5,5
PHYC	301	Statics	3
PHYC	302	Dynamics	3
PHYC	362	Electric Circuits	
POLI	150	American Government	3
UBBL	100	Exodus/Deuteronomy	3
— or —			
UBBL	230	Luke/Acts	3

### 3/2 Program

In the 3/2 Program, a student completes a list of prescribed courses at Azusa Pacific University, then transfers to a school offering the engineering specialization of his/her choice to take the remaining course work required for graduation from that institution. Upon receiving the engineering degree from the other institution, the student also earns a Bachelor of Arts degree from Azusa Pacific University.

Under normal circumstances, students are able to complete the APU requirements in three years and the additional requirements in two more years, hence the designation 3/2 Program. Students are encouraged to investigate early on the specific requirements of programs to which they expect to transfer. Some University of California and California State University engineering programs require transfer students to have completed two courses in English composition and two semesters of chemistry.

### Requirements for the 3/2 Program

**29 units**

All the courses required for the 2/2 Program and:

BIOL	496	Ethics and the Sciences	3
CMIN	108	Foundations of Ministry	3
ENGL	111	Introduction to Literature	3
HIST	151	U.S. History to 1865	3
PHYC	235	Materials	3
PHYC	401	Thermodynamics	3
PSYC	110	General Psychology	3
Foreign Language Requirement or General Electives*			8

\*At least 8 units are required so that 29 units in addition to 2/2 requirements are taken. Assumes APU general studies foreign language requirement will be met at APU if not met by proficiency testing or previous college course work transferred into the program.

## Course Descriptions

### Mathematics

#### MATH 090 Elementary Algebra (3)

A student should take MATH 090 or MATH 091 to prepare for Intermediate Algebra. Topics investigated in both MATH 090 and MATH 091 include properties and operations of the real number system, algebraic expressions, solving equalities and inequalities, graphical representation of equations, data analysis, graphs, and properties and operations of polynomials. *This course does not meet the general studies requirement in University Skills and does not count toward total units needed for graduation. Prerequisite: appropriate score on APU mathematics placement test or SAT 430/ACT 18 math score*

#### MATH 091 Elementary Algebra – Computer Based (2)

This course is preparation for intermediate algebra. A student should take one of MATH 090 or MATH 091. Topics investigated in both MATH 090 and MATH 091 include properties and operations of the real number system, algebraic expressions, solving equalities and inequalities, graphical representation of equations, data analysis, graphs, and properties and operations of polynomials. MATH 091 differs from 090 in that the format of 091 is computer based. *This course does not meet general studies requirement in University Skills and does not count toward total units needed for graduation. Prerequisite: appropriate score on APU mathematics placement test*

#### MATH 095 Intermediate Algebra (3)

This course presents intermediate-level algebra. A student should take one of MATH 095 or MATH 096. MATH 095 topics include linear graphs, mathematical models, systems of equation in two and three variables, multiplying and factoring polynomial functions, rational and radical expressions and functions, complex numbers, quadratic equations and functions, mathematical modeling with quadratic functions. *This course does not meet the general studies requirement in University skills and does not count toward total units needed for graduation. Prerequisite: MATH 090, MATH 091, appropriate score on APU mathematics placement test, or SAT 500/ACT 20 math score*

#### MATH 096 Intermediate Algebra – Computer Based (2)

This course presents intermediate-level algebra. A student should take one of MATH 095 or MATH 096 topics include linear graphs, mathematical models, systems of equations in two and three variables, multiplying and factoring polynomial functions, rational and radical expressions and functions, complex numbers, quadratic equations and functions, mathematical modeling

with quadratic functions. *This course does not meet the general studies requirement in University skills and does not count toward total units needed for graduation. Prerequisite: MATH 090, MATH 091, or appropriate score on APU mathematics placement test*

### **MATH 110 College Algebra (3)**

This course is a study of basic college algebra, including polynomial and rational functions, inverse functions, the Fundamental Theorem of Algebra, exponential and logarithmic functions and equations, advanced graphical procedures and interpretations, linear and nonlinear systems of equations, matrix representations of systems of equations, and introductory concepts in sequence, series and probability. *Meets the general studies requirement in University Skills. Prerequisite: MATH 095, MATH 096, appropriate score on APU mathematics placement test, or SAT 540/ACT 23 math score*

### **MATH 115 Analytical Inquiry (3)**

This course is an alternative to MATH 110 for the nonscience major. The material is case-study driven, including projects like obtaining auto insurance or loans, how inflation affects the economy, etc. This course includes the application of probability theory and elementary descriptive probability. *Meets the general studies requirement in University Skills. It may not be taken by a student who has passed a more advanced mathematics course for credit. Prerequisite: MATH 095, MATH 096, appropriate score on APU mathematics placement test, or SAT 540/ACT 23 math score*

### **MATH 120 Contemporary Mathematics (3)**

This course represents a study of the connections between contemporary mathematics and modern society. It aims to develop logical and critical reading concerning mathematical information that abounds in today's world. Areas of study include management science (networks, circuits, and planning), statistics and probability, information coding, social choices and decision making, geometric expressions and symmetry patterns, and mathematical modeling. *Meets the general studies requirement University Skills. Prerequisite: MATH 095, MATH 096, appropriate score on APU mathematics placement test, or SAT 540/ACT 23 math score*

### **MATH 150 Precalculus (3)**

This course prepares students for the calculus sequence. Topics covered include number systems, analytic geometry, elementary function theory (including logarithmic and trigonometric functions), and basic proof techniques. *Prerequisite: proficiency in high school algebra or MATH 110*

### **MATH 151 Applied Calculus I (3)**

This calculus course is designed for students in business, biology, and other fields that require more focus on applications, rather than mathematical rigor in a calculus course. Included are differentiation and integration of algebraic functions and their applications, and an introduction to exponential and logarithmic functions. *Prerequisite: two years of high school algebra, MATH 110, or equivalent*

### **MATH 152 Applied Calculus II (3)**

Topics introduced in MATH 151 are further developed. Functional forms (exponential, logarithmic, periodic, logistic, surge) and their applications to real-world problems are explored, techniques for differentiation and integration examined, and functions of several variables studied. Concepts and applications of probability and statistics are also introduced. Math concepts are studied with a project approach and appropriate use of technology. *Prerequisite: MATH 151*

### **MATH 251 Calculus I (5)**

Students are introduced to the basic techniques of calculus of one and several variables, including differentiation and integration, analytic geometry, vector analysis, differential equations, and infinite series. *Prerequisite: MATH 150 or equivalent*

### **MATH 252 Calculus II (4)**

Students are introduced to the basic techniques of calculus of one and several variables, including differentiation and integration, analytic geometry, vector analysis, differential equations, and infinite series. *Prerequisite: MATH 251 or equivalent*

**MATH 300 Linear Algebra (3)**

Matrices and linear transformations and their generalizations in vector space theory are covered. *Prerequisite: MATH 251 or instructor's permission*

**MATH 301 Mathematics Concepts for Elementary Teachers (3)**

The course provides the foundations of modern mathematics needed by the elementary school teacher. It is not a methods course, but a prerequisite to the Multiple-Subject Teaching Credential Program. *It does not count toward a mathematics major or minor.*

**MATH 310 Discrete Mathematics (3)**

Finite mathematical systems are the focus of the course. Topics include sets, mathematical mappings, graphs, trees, circuit analysis, Boolean algebra, symbolic logic, linear programming, and other algebraic systems. *Prerequisite: MATH 251 or instructor's permission*

**MATH 315 History of Mathematics and Number Theory (3)**

The history of mathematics and number theory from ancient times to the present is covered through methods and concepts, including theorems of Fermat, Euler, divisibility, factorization, primes, congruencies, diophantine problems, and other topics.

**MATH 340 Geometry (3)**

This course provides a study of Euclidean and non-Euclidean geometry. Also covered are the history of geometry, hyperbolic geometry, space, proof, and logic reasoning. *Prerequisite: MATH 300 or instructor's permission*

**MATH 350 Differential Equations (4)**

Students are introduced to differential equations, existence and structures of solutions, and applications to physical situations. A computer laboratory approach is used. *Prerequisite: MATH 252*

**MATH 355 Advanced Multivariate Calculus (4)**

The differential and integral calculus of Euclidean 2- and 3-space are developed in this course. The treatment of real-valued functions of two or more real variables and their partial derivatives are also included. Functions that associate vectors with real numbers are studied. Applications to geometry, physics, and engineering are covered. The course provides a brief study of both double and triple integrals for functions of two or three variables. A laboratory approach is used in graphing 2- and 3-space group activities and projects. *Prerequisite: MATH 252*

**MATH 360 Probability and Statistics (3)**

Students gain an introduction to the basic ideas and techniques of probability: counting methods, combinatorics, statistical methods, binomial and normal distributions, moments, correlations, Central Limit Theorem, and hypothesis testing. *Prerequisite: MATH 252 or instructor's permission*

**MATH 400 Abstract Algebra (3)**

The abstract structure of algebraic systems such as semi-groups, groups, rings, integral domains, and fields are introduced. *Prerequisite: MATH 300 or instructor's permission*

**MATH 430 Mathematical Physics (3)**

Students apply mathematics to physical problems: special functions, Green's functions and boundary-value problems, tensor analysis, Fourier series, generalized coordinates, and calculus of variations. The course may be applied toward upper-division physics or mathematics major requirements. *Prerequisites: MATH 350 and MATH 355*

**MATH 450 Introduction to Real Analysis (3)**

This course offers an advanced study of the real-number system, functions, sequences, series, continuity, differentiation, and integration. *Prerequisite: MATH 252*

**MATH 470 Complex Variables (3)**

Students explore the structure of complex numbers and their functions, differentiation and integration of complex functions, and Cauchy's Theorem. *Prerequisite: MATH 252*

**MATH 480 Mathematical Reading, Writing, and Presentation (3)**

This course includes a variety of material from topology to statistics, from history to diversity, from writing to research. Reading, writing, and presentations are major components of this course. *Meets the general studies requirement for an upper-division writing intensive course.*  
*Prerequisites: MATH 252, MATH 360, and upper-level class standing or instructor's permission*

**MATH 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

**MATH 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

**MATH 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement.

*Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

## Physics

**PHYC 100 Conceptual Physics (2)**

This course covers the topics of mechanics, heat, sound, light, electricity and magnetism, an introduction to relativity, and quantum mechanics. Physics concepts and thinking skills are emphasized instead of mathematics. *Does not meet the general studies requirement.*

**PHYC 101 Introduction to Engineering (2)**

Students gain an overview of engineering as a creative and responsive profession and learn about the qualifications of an engineer and the ways in which engineers study, think, work, create, design, and communicate.

**PHYC 110 Principles of Physical Science (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This course is an overview of the physical sciences. It is designed for the nonscience student and carries no credit toward a science major or minor. The planets of the solar system, a history of early ideas about the solar system, and topics in physics and chemistry are explored. Emphasis is placed on basic principles and applications to modern technology. Problems requiring mathematical solutions are discussed, but their detailed manipulations are minimized. *Meets the general studies core requirement for Nature.*

**PHYC 180 Earth Science (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

Students survey the physical characteristics of the earth and the forces acting upon it. The course includes consideration of the earth's place in space; the nature of its crust and interior; the processes that affect its structure; and humanity's role in the processes. *Meets the general studies core requirement for Nature.*

**PHYC 190 Introduction to Astronomy (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This course introduces the history of astronomy, the solar system, the stellar systems, galactic systems, and cosmology. A lab is included. *Meets the general studies core requirement for Nature.*

**PHYC 201 Fundamentals of Physics I (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This noncalculus-based course covers the topics of mechanics, heat, sound, light, electricity, magnetism, introduction to radioactivity, quantum theory, and the structure of matter. *Meets the general studies core requirement for Nature. Prerequisite: PHYC 100 or high school physics*

**PHYC 202 Fundamentals of Physics II (4)**

LECTURE, 3 HOURS; LAB, 3 HOURS

This noncalculus-based course covers the topics of mechanics, heat, sound, light, electricity, magnetism, introduction to radioactivity, quantum theory, and the structure of matter.

*Prerequisite: PHYC 201 or equivalent*

**PHYC 235 Materials (3)**

This course includes a survey of engineering materials with emphasis on mechanical and physical properties and design considerations, ferrous and nonferrous metals, alloys, plastics, elastomers, cermets, ceramics, and adhesives. The methods of manufacturing are covered with special consideration given to design factors, productivity, and economics relative to machining, forming, casting, working, welding, and powder metallurgy.

**PHYC 251 General Physics I (5)**

LECTURE, 4 HOURS; LAB, 3 HOURS

Students are introduced to the various areas of physics using basic differential and integral calculus. Topics covered include mechanics, heat, sound, light, electricity, and magnetism.

*Meets the general studies core requirement in Nature. Prerequisites: PHYC 100 or high school physics, and MATH 251 or equivalent calculus background*

**PHYC 252 General Physics II (5)**

LECTURE, 4 HOURS; LAB, 3 HOURS

Students are introduced to the various areas of physics using basic differential and integral calculus. Topics covered include mechanics, heat, sound, light, electricity, and magnetism.

*Prerequisite: PHYC 251 or equivalent*

**PHYC 301 Statics (3)**

Statics is the branch of physical science that deals with the rest state of bodies under the action of forces. It also includes resultants of force systems and equilibrium on rigid bodies using vector algebra, friction, centroids and centers of gravity, and moments of inertia of areas and masses. *Prerequisite: PHYC 251*

**PHYC 302 Dynamics (3)**

Dynamics is the branch of mechanics that deals with the motion of bodies under the action of forces. Dynamics has two distinct parts: kinematics, the study of motion without reference to the forces that cause motion; and kinetics, which relates the action of forces on bodies to their resulting motions. *Prerequisites: PHYC 252, and PHYC 301 or instructor's permission*

**PHYC 361 Electricity and Magnetism (3)**

Students study the fundamental concepts of electricity and magnetism, electrostatic fields in a vacuum and dielectric materials, solutions of Laplace's and Poisson's equations, and electromagnetic waves. *Prerequisite: MATH 251, MATH 252, MATH 350, or MATH 355; or instructor's permission*

**PHYC 362 Electric Circuits (3)**

Circuit analysis by reduction methods, source transformations, loop and nodal analysis, frequency and time response of networks, alternating current circuits, two-port parameters, impedance, power, and computer-aided network analysis and applications are covered.

*Prerequisite(s): MATH 251, MATH 252, PHYC 251, PHYC 252, and PHYC 361; or instructor's permission*

**PHYC 401 Thermodynamics (3)**

Students will learn the theoretical basis of thermodynamics including the zeroth, first, second, and third laws. These laws will be applied to heat engines such as the Carnot and Otto cycles and to refrigeration. Students explore a variety of topics including phase diagrams, free energy and equilibrium. *Prerequisites: CHEM 151 and MATH 252*

**PHYC 451 Modern Physics I (3)**

Examines modern physical theories, structure of the atom, introduction to wave mechanics, particle-wave quality of light and matter, special relativity, nuclear energy, and particle physics.

*Prerequisite: PHYC 252*

**PHYC 452 Modern Physics II (3)**

Examines modern physical theories, structure of the atom, introduction to wave mechanics, particle-wave quality of light and matter, special relativity, nuclear energy, and particle physics.

*Prerequisite: PHYC 252*

**PHYC 490 Science Seminar (1)**

This course, offered jointly by the Departments of Biology and Chemistry, Computer Science, and Mathematics and Physics, consists of reviews, reports, and discussions on current scientific literature. It is offered based on demand.

**PHYC 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

**PHYC 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

**PHYC 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement.

*Prerequisites: upper division writing intensive course completed or instructor's permission; and junior or senior standing*

*For a description of other courses offered by various departments, please consult that section of the catalog.*



# Department of Modern Languages

## Faculty

*Chair and Assistant Professor: Juan Guerrero, Ph.D.*

*Associate Professor: Dixie Pieslak, M.A.*

*Assistant Professor: June Hamlow, M.A.*

*Instructor: Aroldo Solorzano, M.A.*

*Lecturers (part time): Chang-Soo Lee, Sean O Connor, Naoki Okamura, William Wang*

## Modern Languages

### Department Overview

The Department of Modern Languages prepares students as citizens of a global community by means of innovative methodologies, with a firm anchoring in a Christian perspective and academic excellence. Knowledge of foreign language has always been the mark of an educated person and is recognized by APU as an integral part of a liberal arts education. The Department of Modern Languages offers a Bachelor of Arts degree and minor in Spanish and course work in Chinese, French, German, and Japanese. Study of these languages provides students with the opportunity to simultaneously develop basic language skills and gain valuable insight into foreign cultures. This insight allows students to better understand themselves, their language, and their cultural traditions. Students also become more sensitive to and tolerant of the differences of ideas, communication styles, and cultural and economic networks connecting diverse peoples and regions. The study of foreign languages can open unimagined doors to new experiences and challenging careers.

The department assists students in acquiring a level of practical language proficiency, intercultural sensitivity, and cultural knowledge (including geography, family system, history, religion, and literature) through which students gain an appreciation of the national thought, communication, and cultural contributions of ethnic groups; attractively commend the Gospel among speakers of other languages who have no allegiance to Jesus Christ; and work, as the Holy Spirit leads, through business, trade, civil service, education, medicine and health, social services, law, agriculture, etc., to create among those populations a social order more agreeable to God.

### Fulfilling the Foreign Language Requirement for General Studies

A complete collegiate academic year of foreign language study (e.g., SPAN 101 and SPAN 102, or equivalent language study abroad) meets the APU general studies requirement. The foreign language requirement for entering students is not validated by high school course work. Students will take a placement test in Spanish which will allow them to be placed in Spanish 101, or Spanish 102, or to waive their language requirement.

Students who wish to take American Sign Language (ASL I/II) must register in a class having a minimum of 3 units per semester at an accredited institution of higher education. APU does not offer these courses, but accepts them to meet first year foreign language requirements. Students wishing to take courses at another institution while enrolled at APU should obtain prior approval from the APU Office of the Registrar. Without written prior approval from the Office of the Registrar, transfer credits may be denied.

### **Off-Campus Study**

The modern languages faculty encourages students to study off campus as part of their undergraduate program. For example, a variety of short-term study and service opportunities in Los Angeles, Mexico, Latin America, and Spain exist for students interested in further enhancing their Spanish language and cultural skills within a Spanish-dominant environment. Many of these opportunities are credit-bearing. Similar opportunities exist for learning other languages. Students should consult with a department advisor.

### **Language Tutoring**

The Learning Enrichment Center offers a tutorial system wherein students may receive supplemental practice in Spanish and other foreign languages.

### **Independent Study**

A student who wishes to study on-location, a language **not offered by the department** may enroll in GLBL 300 Self-Directed Language Learning as an individualized text/cassette/tutorial-based program of study. The request must be accompanied by a detailed study plan and specific objectives as worked out by the student and the advisor. This arrangement is limited to students who previously studied a language, hold junior standing, and demonstrate an ability for independent study.

## **Spanish**

### **Introduction**

Azusa Pacific University is strategically situated in the midst of the first community in the continental United States where English-speaking European Americans are the numerical minority. Dubbed the "capital of the Mexican dream," Los Angeles now exists as the second largest Spanish-speaking city in the world. This broadly termed Latino or Hispanic population, while by no means a homogeneous group, has much in common because of their shared beliefs, life patterns, and language. Indeed, Spanish has become the fourth most widely spoken language in the world and the second most frequently used language in the Southwest. Mexicans, Salvadorians, Guatemalans, Nicaraguans, Spaniards, Cubans, and many other Spanish-speaking peoples exert a profound impact on the local scene, altering the appearance, character, and institutional life of the city.

Nowhere is this so obvious as in the schools. In 1990, the California Department of Education reported that of the 1.4 million children enrolled in Los Angeles schools, 27 percent did not speak English. The majority of these are Latino. The population identified as limited-English proficient (LEP) statewide has doubled since 1985 to nearly one million. There is an acute shortage of bilingual and traditional teachers equipped to effectively use the students' language and culture to promote academic achievement. For students who plan to teach at the elementary level, a Spanish minor meets the bilingual Spanish concentration course work requirements.

## Career Opportunities

Apart from teaching through the Single-Subject Credential Program, myriad other public contact fields now require some proficiency in Spanish. Law enforcement, Christian missions, medicine, social work, nursing, municipal services, advertising, journalism, foreign service, translation services, international finance and banking, and the rapidly expanding world of international business—these fields, and many others, increasingly seek candidates who possess Spanish language ability and cultural sensitivity as adjunct career skills. Especially for students who have studied foreign languages in high school and still perform at beginner levels, a Spanish major or minor enables students to acquire the language and culture skills appropriate to a variety of public service applications.

The Single-Subject Credential Program in Spanish enables students to acquire a five-year preliminary teaching credential in Spanish. Many students are able to complete the course of study and graduate with the preliminary credential in four years. In close consultation with the Department of Teacher Education, students are encouraged to meet with an advisor for careful planning in order to meet the requirements in a timely fashion.

A Spanish major or minor also appeals to students who simply enjoy exploring the language and cultural traditions of other peoples. The modern languages faculty views knowledge of language, culture, and literature, along with developed intercultural skills, as integrally related facets of the phenomenon of communication which will help students to better understand one another and strengthen a sense of community. The insights gained from study within the Spanish major or minor affords students the opportunity to critically reflect upon their own cultural values and traditions and to develop into more sensitive, flexible, and enriched people.

## Goals and Objectives for Spanish Majors

Upon graduation, Spanish majors will have achieved:

- An advanced level of proficiency in the Spanish language in its four basic components: listening, reading, speaking, and writing, as outlined in the ACTFL Guidelines for the Advanced Level of Language Proficiency.
- Sensitivity and appreciation for the cultures of the Spanish-speaking world, as well as competent functioning within these cultures.
- Skills that will enable them to seek, search for, and find data from unaccustomed bodies of information through the use of their knowledge of Spanish.
- Adequate competence for expressing intelligent and coherent opinions and observations about the literature produced in the Hispanic world.
- The ability to evaluate diverse curricula of foreign language instruction and assess its validity for utilization in California schools.
- Confidence and poise borne out of the self-assurance gained through their mastery of the Spanish language.
- Practical and professional understanding appropriate for working in bilingual settings
- A working knowledge of applied linguistics and the science of language and language acquisition.

**Single-Subject Teaching Credential and Spanish Major 90 units**

In addition to the requirements for the standard Spanish major listed below, students who plan to qualify for the Single-Subject Teaching Credential must complete the following courses.

EDUC	300	Introduction to Teaching as a Profession, K-12	3
<b>— or —</b>			
EDUC	400	Foundations of Education, K-12	3
EDUC	405	Diversity in the Classroom	3
ENG	402	Principles of Language	3
PSYC	290	Human Growth and Development	3
POLI	150	American Government	3

**Subject-Matter Competency Courses**

SPAN	301	Advanced Spanish	3
SPAN	450	Spanish Language Pedagogy	3

**Professional Education Program Courses leading to a Preliminary Teaching Credential**

TEP	420	Secondary Teaching Strategies	3
TEP	421	Field Experience I, 7-12	1
TEP	440	Secondary Curriculum and Procedures	3
TEP	441	Field Experience II, 7-12	1
TEP	560	First and Second Language and Literacy, 7-12	3
TEP	561	Language Acquisition Field Experience, 7-12	1

All requirements must be met prior to student-teaching clearance.

TEP	580	Student Teaching Seminar, 7-12	3
TEP	581	Student Teaching, 7-12	9

**Requirements for the Spanish Major 45 units**

Spanish majors are expected to plan one study term abroad.

**Language****15 units**

(15 units beyond elementary Spanish or equivalent\*)

SPAN	101	Elementary Spanish (fall or Summer Session I)	4
SPAN	102	Elementary Spanish (spring or Summer Session II)	4
SPAN	201	Intermediate Spanish (spring or Summer Session II)	3
SPAN	202	Intermediate Spanish (spring or Summer Session II)	3
SPAN	250	Intermediate Conversation and Writing Abroad (Summer I or II)	3
SPAN	310	Advanced Language–Study Practicum (fall, spring, or summer sessions in a Spanish-speaking country)	3
SPAN	320	Advanced Spanish Composition	3

\*See "Fulfilling the Foreign Language Requirement." Students who are native speakers of Spanish or have three to four years of high school Spanish should, after consulting with their advisor, enter directly into upper-division work. Spanish majors are required to complete a minimum of one-half of their major requirements at the APU campus.

<b>Civilization and Culture</b>			<b>6 units</b>
SPAN	311	Civilization of Spain	3
SPAN	312	Latin American Civilization	3

<b>Literature</b>			<b>9 units</b>
SPAN	421	Survey of Spanish Literature	3
SPAN	422	Survey of Latin American Literature	3
SPAN	431	Spanish Language Poetry and Short Story	3
— or —			
SPAN	432	Literary Masters	3

<b>Applied Linguistics</b>			<b>3 units</b>
SPAN	440	Spanish Applied Linguistics	3

<b>Integration Course</b>			<b>3 units</b>
SPAN	480	Capstone Seminar	3

<b>Electives</b>			<b>9 units</b>
------------------	--	--	----------------

Elective options may include:

- Spanish courses
 

SPAN	431	Spanish Language Poetry and Short Story	3
SPAN	432	Literary Masters	3
SPAN	450	Spanish Language Pedagogy	3
SPAN	494	Internship	3
SPAN	497	Readings in Spanish	3
- Study-abroad course work  
(completed at a "host" institution in a Spanish-speaking country)
- Global Learning Term course work  
(completed anywhere in the Spanish-speaking world)
 

GLBL	320	Field Orientation	1
GLBL	325	Family Homestay	1
GLBL	335	Intercultural Service-Learning Practicum	3
GLBL	340	Life and Culture Seminar	3
GLBL	350	Global Study Project	3

<b>Requirements for the Spanish Minor</b>			<b>12 units</b>
---	--	--	-----------------

<b>Prerequisites*</b>			
SPAN	101	Elementary Spanish I	4
SPAN	102	Elementary Spanish II	4
SPAN	201	Intermediate Spanish I	3
SPAN	202	Intermediate Spanish II	3

\*See "Fulfilling the Foreign Language Requirement." Students who are native speakers of Spanish or have three to four years of high school Spanish should, after consulting with their advisor, enter directly into upper-division course work. Spanish majors are required to complete a minimum of one-half of their major requirements at the APU campus.

<b>Language Study Abroad</b>			<b>3 units</b>
------------------------------	--	--	----------------

Required for majors/minors. Choose from:

SPAN	250	Intermediate Conversation and Writing Abroad	3
SPAN	310	Advanced Language-Study Practicum	3
SPAN	320	Advanced Spanish Composition	3

<b>Language</b>			<b>3 units</b>
Choose from:			
SPAN	320	Advanced Spanish Composition	3
SPAN	431	Spanish Language Poetry and Short Story	3
SPAN	432	Literary Masters	3
SPAN	440	Spanish Applied Linguistics	3
<b>Civilization and Culture</b>			<b>3 units</b>
SPAN	311	Civilization of Spain	3
	— or —		
SPAN	312	Latin American Civilization	3
<b>Literature</b>			<b>3 units</b>
SPAN	421	Survey of Spanish Literature	3
	— or —		
SPAN	422	Survey of Latin American Literature	3

## Course Descriptions

### Spanish

#### **SPAN 101 Elementary Spanish I (4)**

This two-course sequence emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the basic pronunciation, intonation, and structure of Spanish within a framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study. Classes meet five hours a week. *Counts toward the general studies requirement for University Skills.*

#### **SPAN 102 Elementary Spanish II (4)**

This is a continuation of SPAN 101. *Prerequisite: SPAN 101*

#### **SPAN 201 Intermediate Spanish I (3)**

This course is a continuation of SPAN 101/102 and involves a review of Spanish grammar, intensive practice in conversation, broad vocabulary development, and the writing of guided, original compositions.

#### **SPAN 202 Intermediate Spanish II (3)**

This course is a continuation of SPAN 201. *Prerequisite: SPAN 201*

#### **SPAN 250 Intermediate Conversation and Writing Abroad (3)**

This course provides intensive conversation with supportive written language practice in a select site abroad. Discussion of assigned social, cultural, or literacy topics at an intermediate level is required. The course is arranged in tour-fashion during Summer Session.

#### **SPAN 301 Advanced Spanish (3)**

This advanced Spanish course provides opportunities for Spanish conversation and composition to students who have already completed the elementary and intermediate Spanish levels. It reinforces grammatical structures and emphasizes communication skills and stylistics.

#### **SPAN 310 Advanced Language-Study Practicum (3)**

This course features individualized field study in a Spanish-speaking milieu under the combined direction of a faculty advisor and an on-field supervisor. It provides students with a one-term immersion into Spanish language and culture with opportunities for participating in special research and/or service projects, family homestays, and/or field seminars.

**SPAN 311 Civilization of Spain (3)**

The course covers Spanish history from early development through the modern era. The country's art, literature, religion, and architecture is discussed simultaneously with related historical events. Class is conducted in Spanish.

**SPAN 312 Latin American Civilization (3)**

This course surveys the history and aspects of the literature, arts, and institutions of Latin America from pre-Columbian time to the modern age. Class is conducted in Spanish.

**SPAN 320 Advanced Spanish Composition (3)**

In this writing course, students deal with composition techniques and creative writing in the Spanish language. Various writing styles are covered. *Recommended prerequisite: SPAN 201 or SPAN 202*

**SPAN 421 Survey of Spanish Literature (3)**

The development of literature from El Cid and the recently discovered jarchas through the 20<sup>th</sup> century is reviewed. This is a survey course which acquaints students with the major periods of Spanish literature and the outstanding writers of Spain. Class is conducted in Spanish.

**SPAN 422 Survey of Latin American Literature (3)**

This course begins with colonial literature in Latin America and continues through the present day. It is intended as a survey of prominent authors and their works. Class is conducted in Spanish.

**SPAN 431 Spanish Language Poetry and Short Story (3)**

An introduction to exemplary poetry and short stories of Spanish and Spanish American authors is provided. Several works are explored in-depth during the course. Actual title may vary from term to term.

**SPAN 432 Literary Masters (3)**

This course provides students with a detailed understanding of select outstanding Spanish and Latin American literary works and the great authors that wrote them. Because the authors under study are divided over three semesters, the course may be repeated for credit.

**SPAN 440 Spanish Applied Linguistics (3)**

A study of the basic components of language (sounds, word structures, grammatical patterns, and meaning constructions), error analysis, and contrastive analysis in Spanish is offered. The course includes a review of Spanish dialectical differences, their origins, and social implications. *Students may also enroll in ENGL 402.*

**SPAN 450 Spanish Language Pedagogy (3)**

Analysis and discussion of second-language acquisition theory, and the various instructional strategies, technologies, materials, and assessment techniques in Spanish teaching and learning are covered.

**SPAN 480 Capstone Seminar (3)**

This course provides senior Spanish majors with extensive conversational and writing practice on a variety of topics. Students reflect upon, reinterpret, and organize their field study in light of their pre-field preparation. They discuss their findings with other students and faculty, evaluate changes in themselves, write summaries, and prepare and present a formal project. *This does not meet the Senior Seminar core requirement for the general studies program.*

**SPAN 494 Internship (3)**

For students planning to teach Spanish, this course provides an opportunity for directed experiences in applying foreign language skills to specific tasks. The tasks are arranged individually and supervised directly by the instructor. Tasks are geared to the individual goals of the student. Enrollment is contingent upon departmental approval.

**SPAN 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

## Other Modern Languages

### **CHIN 101/102 Elementary Chinese I, II (4, 4)**

This two-course sequence in Mandarin Chinese is designed for beginners. Basic pronunciation, intonation, and structure of Chinese within a framework are emphasized which develop basic listening and speaking skills. Related aspects of Chinese culture supplement language study. Classes meet five hours per week. *Meets the general studies requirement for University Skills.*

### **FREN 101/102 Elementary French I, II (4, 4)**

LECTURE, 4 HOURS; LAB, 1 HOUR

This two-course sequence emphasizes listening comprehension (via video program) and practical French communication in real-life situations for beginners. The courses address the basic pronunciation, intonation, and structure of French within a framework which develops basic listening, speaking, reading, and writing skills. Related aspects of francophone culture supplement language study. Classes meet five hours per week. *Meets the general studies requirement for University Skills.*

### **FREN 201/202 Intermediate French I, II (3, 3)**

The course includes intensive listening and conversational practice, featuring aural comprehension of video tapes and situation-based dialogues. The cultural topics explored relate language to society to prepare students for service-learning projects in select francophone countries.

### **GERM 101/102 Elementary German I, II (4, 4)**

This two-course sequence emphasizes practical German communication in real-life situations for beginners. The course addresses the basic pronunciation, intonation, and structure of German within a framework designed to develop basic listening, speaking, reading, and writing skills. Related aspects of German culture supplement language study. Classes meet five hours per week. *Meets the general studies requirement for University Skills.*

### **GERM 201/202 Intermediate German I, II (3, 3)**

This course includes intensive conversational practice in real-life situations. Reading German literature, discussing current events related to German culture, grammar review, and composition exercises are also included.

### **GLBL 300 Self-Directed Language Learning (3)**

This course provides an individually tailored, community-based program for developing proficiency in a foreign language. Emphasis is placed on intensive listening and speaking practice to facilitate full participation in family, study, research, and service activities in a foreign culture. This option is offered only for language courses not taught on campus.

### **JAPA 101/102 Elementary Japanese I, II (4, 4)**

This two-course sequence in Japanese is designed for beginners. Basic pronunciation, intonation, and structure of Japanese are studied to develop basic listening and speaking skills. Related aspects of Japanese culture supplement language study. Classes meet five hours per week. *Meets the general studies requirement for University Skills.*

For a description of other courses offered by various departments, please consult that section of the catalog.





# School of Business and Management



<b>Business</b>	
<b>Administration</b>	210
<b>Accounting</b>	213
<b>Finance</b>	213
<b>International</b>	
<b>Business</b>	214
<b>Marketing</b>	215
<b>Web and Information</b>	
<b>Technology</b>	216
<b>The Five-Year Plan</b>	217
<b>Business Internship</b>	
<b>Program</b>	217

# School of Business and Management

## Faculty

*Dean and Professor: Ilene Smith-Bezjian, DBA*

*Chair, Undergraduate Studies; and Assistant Professor: Roger Conover, M.A.*

*Professor: Orlando Griego, Ph.D.*

*Associate Professors: Jau-Lian Jeng, Ph.D.; Gary Lemaster, M.S.; William McCarty, Ph.D.; Patricia Skalnik, DBA*

*Assistant Professors: Chris Banescu, J.D.; Stanley Deal, M.S., CPA; Ron Jewe, MBA, M.Div.; Daniel Park, Ph.D.; Pamela Penson, MBA; Julia Underwood, Ph.D.; Paul R. Verdugo, M.S.*

*Lecturers (part time): Bill Bradley, JD; Gary Clifford, MAOM; Don Davis, MBA; Brett Fletcher, MBA; Lindsey Rehfeld, EMBA; Doug Williams, MBA*

## Introduction

The School of Business and Management (SBM) provides professional career preparation in accordance with the university's Christian heritage and mission. To this end, the SBM has built a reputation for pragmatic, ethically based education. The curriculum blends with the liberal studies foundation provided by other schools or departments of the university.

The SBM offers a Bachelor of Arts in Business Administration and five Bachelor of Science degrees. The B.A. degree requires students to complete the common professional component (the business core) and then select elective courses deemed most appropriate for their career objectives. The B.S. degrees require students to complete the business core and courses in an area of specialization: accounting, finance, international business, marketing, or Web and information technology.

Students interested in teaching business in secondary schools should contact the APU Department of Teacher Education during the first semester of their junior year for advising related to obtaining a credential. All programs require four years of specialized course work and projects designed to maximize professional readiness; teacher education courses extend into a fifth year.

Curriculum content in the undergraduate business program is correlated with graduate school requirements for those who wish to pursue an advanced degree of Master of Business Administration (MBA) or Master of Arts in Human and Organizational Development (MAHOD). An accelerated master's program in organizational management is also available.

**Business Core Courses****43 units**

All students with a major in the School of Business and Management must complete the following common professional component:

BUSI	120/121	Principles of Accounting I, II	4,3
BUSI	210	Principles of Organization and Management	3
BUSI	240	Introduction to Information Systems	3
BUSI	250/251	Macroeconomics/Microeconomics	3,3
BUSI	303	Business Law	3
BUSI	311	Quantitative Analysis for Management	3
<b>— or —</b>			
MATH	151	Applied Calculus I	3
BUSI	330	Principles of Finance	3
BUSI	360	Principles of Marketing	3
BUSI	370	International Business*	3
BUSI	448	Organizational and Administrative Behavior	3
BUSI	450	Strategic Management	3
PSYC	350	Applied Statistics	3

\*Meets a general studies requirement.

**Admission to the School of Business and Management**

The School of Business and Management admits students each fall. The program enrollment is not capped. However, student are expected to demonstrate certain levels of achievement to be admitted. Typical admission to the School of Business and Management occurs in a student's third semester at APU. Current APU student applications are due no later than March 1. Transfer applications are due prior to course enrollment.

In addition to meeting the requirements for university admission, the applicant must meet the requirements for admission into the School of Business and Management, as listed below. Computer proficiency (MS Word, MS PowerPoint, MS Excel) is assumed.

**Current APU students applying to the School of Business and Management**

Currently students must meet the following requirements:

- Priority for fall admission to the School of Business and Management will be given to students who have completed 12 units of study at APU and submitted an application for admission to the School of Business and Management prior to the March 1 application deadline, who are currently enrolled in APU's spring semester, and hold a minimum cumulative grade point average of 2.70.
- Math 110 College Algebra must be completed with a *B* or better.
- Upper-division courses (BUSI 300-499) require admission to the School of Business and Management and may not be available to students outside the School of Business and Management, except as required by other majors.

**International Students**

International students must meet the following requirements:

- The admission requirement for international students with English as a second language (ESL) is a minimum TOEFL score of 550. The School of Business and Management specifies that the TOEFL Test of Written English (TWE) and TOEFL Test of Spoken English (TSE) be included in the TOEFL assessment score since these are critical to the success in business.

- Priority for fall admission to the School of Business and Management will be given to students who have completed 12 units of study at APU and submitted an application for admission to the School of Business and Management prior to the March 1 application deadline, who are currently enrolled in APU's spring semester, and hold a minimum cumulative grade point average of 2.70.
- Math 110 College Algebra must be completed with a *B* or better.
- Upper-division courses (BUSI 300-499) require admission to the School of Business and Management and may not be available to students outside the School of Business and Management, except as required by other majors.

## Transfer Students

- Transfer applicants need to make an appointment with a School of Business and Management academic advisor prior to enrolling to BUSI courses.

## B.A. in Business Administration

### Introduction

Preparation for a business career requires a deep appreciation for and a sound understanding of the marketplace. Thus the Bachelor of Arts in Business Administration is designed for those who seek a broad spectrum of business courses or wish to combine several fields. This degree develops competence in conceptual, human, and technical skills. These skills, developed through a well-chosen sequence of electives, make those completing the program particularly well prepared for both public- and private-sector organizations.

### Career Opportunities

Course work in general business administration includes a fundamental system of values that serves as the basis for decision making. Students are prepared upon graduation for first-line management, retail and sales, commercial banking, savings and loan associations, data processing, staff specialist positions, and life care administration. Some graduates begin new ventures, operate small businesses, develop new products, or return to the family business.

### Requirements for the B.A. in Business Administration **52 units**

The B.A. in Business Administration comprises 52 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

#### Business Core Courses **43 units**

#### Business Electives **9 units**

### Requirements for a Minor in Business Administration **25 units**

BUSI	110	Introduction to Business	3
BUSI	120	Principles of Accounting I	4
BUSI	240	Introduction to Information Systems	3
BUSI	250	Microeconomics	3
BUSI	330	Principles of Finance	3
BUSI	210	Principles of Organization and Management	3
BUSI	360	Principles of Marketing	3
BUSI	448	Organizational and Administrative Behavior	3

\*Meets a general studies requirement.

## B.S. in Accounting

### Introduction

The accounting major surveys the principles, theories, and concepts of the accounting profession while providing an intense review of the economic, quantitative, and managerial aspects of business. Its practical component leads to work assignments in local Certified Public Accountant (CPA) firms in students' junior and senior years. The combination of classroom theory and actual experience also prepares candidates for the CPA Examination administered by the various state boards of accountancy in the United States.

### Career Opportunities

Opportunities available to graduates include professional careers in accounting services, auditing, management advising services, and accounting departments in private firms and government bodies.

### Requirements for the Accounting Major

**67 units**

The accounting major comprises 67 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

#### Business Core Courses

**43 units**

#### Accounting Courses

**24 units**

ACCT	225/226	Intermediate Accounting I, II	3,3
ACCT	325	Cost Accounting	3
ACCT	331/332	Federal Taxes I, II	3,3
ACCT	336	Advanced Accounting	3
ACCT	426/427	Auditing Principles I, II	3,3

## B.S. in Finance

### Introduction

The finance major is designed for students who are interested in the stewardship of the financial resources of individuals, corporations, or financial institutions. As future managers, students learn the principles and applications of financial analysis, management, and strategy. The program gives students experience in portfolio construction, applications of derivatives in financial management and asset management, international financial management, and case studies in corporate finance. The program aims to equip students with the theoretical understanding and practical skills necessary to evaluate and direct decisions regarding the allocation of financial resources among a variety of competing opportunities with the goal of maximizing the value of the resources being managed. To complete the finance major in four years, students must complete BUSI 330 Principles of Finance and MATH 151 Applied Calculus by the end of their sophomore year.

### Career Opportunities

The program prepares students for employment in a variety of jobs, such as corporate financial management, investment analysis and planning, financial institution management, and risk management. According to the *Occupational Outlook Handbook*, such occupations are among those expected to have strong rates of growth. Moreover, these occupations generally offer attractive starting salaries and working conditions.

**Requirements for the Finance Major****64 units**

The finance major comprises 64 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

**Business Core Courses****43 units****Finance Courses****21 units**

FIN	330	Financial Analysis	3
FIN	332	Financial Institutions	3
IBUS	372	International Trade and Finance	3
FIN	432	Investment Analysis	3
FIN	434	Derivatives	3
FIN	436	Financial Risk Management	3
FIN	439	Seminar in Finance	3
<b>— or —</b>			
BUSI	350	Business Internship (Finance)	3

**Requirements for the Finance Minor****24 units**

BUSI	330	Principles of Finance	3
FIN	330	Financial Analysis	3
FIN	332	Financial Institutions	3
FIN	432	Investment Analysis	3
FIN	434	Derivatives	3
FIN	436	Financial Risk Management	3
FIN	439	Seminar in Finance	3
<b>— or —</b>			
BUSI	350	Business Internship (Finance)	3
IBUS	372	International Trade and Finance	3

**B.S. in International Business****Introduction**

The international business major provides students study-abroad opportunities with a strong general business foundation. It incorporates a liberal arts approach to the disciplines of politics and cultural interrelationships as the program surveys the dynamics of an interdependent global business environment. The major focus is upon the international economic, historical, political, and cultural foundations of today's world business climate, key multinational business functions, and the overall operational/strategic management of a corporation in a multicultural environment.

**Career Opportunities**

International business careers may be found with multinational corporations, foreign banking, international investments, export/import trade, international law, international nonprofit organizations, world missions, and public/foreign service. Individuals with international language skills, empathy for foreign environments, and possession of international business skills are in high demand.

**Requirements for the International Business Major 64 units**

Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

**Business Core Courses 43 units****International Business Courses 21 units**

IBUS 371, IBUS 372, IBUS 373, and IBUS 374 may be taken on campus or in the study abroad portion of the program with the International Business Institute (IBI), Summer Session. The IBI is held in the summer from late May until the end of July. *Prerequisite(s): BUSI 370 and/or permission of the IBI coordinator*

IBUS	371	Comparative Economics	3
IBUS	372	International Trade and Finance	3
IBUS	373	International Marketing	3
IBUS	374	Topics in International Management and Strategy	3
— or —			
BUSI	350	Business Internship (International)	3

The following 9 units may be taken on campus:

XXX 201		Intermediate Language	3
— or —			
GLBL	300	Self-Directed Language Learning	3
— or —			
GLBL	310	Intercultural Communication*	3
IBUS	479	Seminar in International Business	3
POLI	340	International Relations*	3

**B.S. in Marketing****Introduction**

The marketing major provides students with a strong general business foundation, plus marketing courses that address the primary functional concerns of marketing in industry and commerce. The program stresses academic preparation, skill building, marketing, problem solving, and internship experience. Students will also be familiar with e-commerce and Web and information technology aspects of marketing which are important in the marketplace.

**Career Opportunities**

Career paths open to marketing majors include sales and sales management, marketing administration, advertising and promotion, sales support, customer service, market research, and general marketing management, as well as careers in banking. Income potential and personal fulfillment are high. Many marketing people go on to become top executives.

**Requirements for the Marketing Major 64 units**

The marketing major comprises 64 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

**Business Core Courses 43 units****Marketing Courses 21 units**

IBUS	373	International Marketing	3
MKTG	350	Marketing Internship	3
— or —			
BUSI	350	Business Internship	3



MKTG	361	Marketing Communication	3
MKTG	362	Consumer Behavior*	3
MKTG	363	Marketing Research	3
MKTG	465	Strategic Marketing Management	3
WEB	448	Web and Information Technology Practicum	3

**Requirements for the Marketing Minor****21 units**

BUSI	360	Principles of Marketing	3
IBUS	373	International Marketing	3
MKTG	361	Marketing Communications	3
MKTG	362	Consumer Behavior*	3
MKTG	363	Marketing Research	3
MKTG	465	Strategic Marketing Management	3
<b>— or —</b>			
MKTG	350	Marketing Internship	3
WEB	448	Web and Information Technology Practicum	3

\*Meets a general studies requirement.

**B.S. in Web and Information Technology****Introduction**

The Web and information technology major stresses the application of computing technology to solve organizational problems and capitalize on organizational opportunities. As future managers, students learn the principles and applications of computer-based information systems. The program aims to equip students with the theoretical understanding and practical skills necessary to design and construct organizationally effective websites, including marketing-oriented websites (external websites) that put the organization in touch with customers and prospects as well as information-oriented websites (internal websites) that make the organization more efficient and effective.

**Career Opportunities**

The program prepares students for employment in a variety of jobs, such as webmaster, system administrator, network administrator, Web programmer, website producer, systems analyst, business analyst, information technology project manager, or information technology manager. According to the *Occupational Outlook Handbook*, such occupations are among those expected to have the fastest rates of growth and largest numerical growth. Moreover, these occupations generally offer attractive starting salaries and working conditions.

**Requirements for the Web and Information Technology Major****64 units**

The Web and information technology major comprises 64 units. Students must achieve an average GPA of 2.5 or higher in their major courses. (This includes the Business Core.)

**Business Core Courses****43 units****Web and Information Technology Courses****21 units**

WEB	340	Principles of E-Commerce and Web Design	3
WEB	342	Website Design, Implementation, and Administration	3
WEB	344	Computer System Administration	3
WEB	346	Computer Programming for the Internet and Web	3
WEB	348	Computer Network Administration	3
WEB	440	Computer Database Design and Programming	3
WEB	448	Web Practicum in Strategic Internet-Marketing	3

## Requirements for the Web and Information

### Technology Minor

**21 units**

WEB	340	Principles of E-Commerce and Web Design	3
WEB	342	Website Design, Implementation, and Administration	3
WEB	344	Computer System Administration	3
WEB	346	Computer Programming for the Internet and Web	3
WEB	348	Computer Network Administration	3
WEB	440	Computer Database Design and Programming	3
WEB	448	Web Practicum in Strategic Internet-Marketing	3

## The Five-Year Plan

Managing business in the 21<sup>st</sup> century increasingly requires graduates with an MBA degree. The School of Business and Management has responded to this challenge by providing a fifth year after the B.A. or B.S. degree for business students to obtain an experience-based, internship-driven graduate degree. In Azusa Pacific's MBA and MAHOD programs, students benefit from more than an integrated curriculum; they will be actively involved in the local business community, learning by doing as they tackle real-world business situations.

Students work with and learn from business and industry leaders. They analyze, strategize, and develop business and marketing plans. Students use today's most advanced technology for research and communications, and preparing and delivering presentations. They become skilled in organization, motivation, teamwork, networking, leadership, and ethical decision making. In short, students experience being a manager while in this program, building a portfolio of skills that will equip them for the business world of the future.

For more information about this unique fifth year program, students should see their advisor, call the chair of graduate business programs at (626) 815-3820, or call the graduate business recruiter at (626) 815-3835. Students may also consult the current graduate catalog for course requirements.

## Business Internship Program

The Business Internship Program augments business majors' classroom experience. It provides an opportunity to integrate principles and concepts discovered in the classroom with the reality of the business world. Interns are able to test theories, apply concepts, gain firsthand knowledge of the purpose and practice of business procedures, build interpersonal relationships, set objectives, and measure performance. Intern accountability is maintained by regular feedback from field supervisors, academic consent for assignments, and seminar meetings. Students interested in this program should visit with their advisor and then enroll in BUSI 350 Business Internship.

## Course Descriptions

### Accounting

#### ACCT 225 Intermediate Accounting I (3)

This course offers an intensive study of the accounting theory and principles underlying financial accounting. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. This course begins with a review of the accounting model and covers accounting theory as it relates to revenue recognition, current assets including cash, accounts receivable, inventories, and operational assets. *Prerequisites:* BUSI 120 and BUSI 121

**ACCT 226 Intermediate Accounting II (3)**

This course continues the study begun in ACCT 225, covering intangible assets, investments, short- and long-term liabilities, leases, income taxes, corporate capital transactions, and statement of cash flows. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. *Prerequisite: ACCT 225*

**ACCT 325 Cost Accounting (3)**

This course explores managerial accounting concepts used in planning and controlling operations, determining cost of production, inventory control and evaluation, budgeting, and long-range planning. Emphasis is placed on cost determination, cost accumulation, cost-volume-profit relationships, standard costs, variances analysis and reporting, and the relationship between controlling costs and controlling operations. *Prerequisite: ACCT 226*

**ACCT 331 Federal Taxes I (3)**

This course offers an intensive study of the theory and principles of federal income tax law as it applies to individuals. Emphasis is placed on the theoretical framework and philosophy of the federal tax system as well as practical application and planning. This course covers basic concepts in the determination of income, classes of deductions, allowable credits, and property transactions. The importance of appropriate tax planning is stressed. A project utilizing commercial tax software is used to demonstrate computer applications. *Prerequisite(s): BUSI 120 and BUSI 121, or instructor's permission*

**ACCT 332 Federal Taxes II (3)**

This course offers an intensive study of the theory and principles of federal income tax law as it applies to business entities – corporations, partnerships, estates, and trusts. Emphasis is placed on the theoretical framework as well as practical application and planning. This course covers basic concepts of taxation in corporate formation and operation, partnership and S corporation formation and operation, and fundamentals of estate, gift, and trust taxation. The course also covers the tax audit process and professional tax preparer responsibilities. *Prerequisite: ACCT 331*

**ACCT 336 Advanced Accounting (3)**

This course provides an in-depth study of accounting theory and principles first encountered in Intermediate Accounting. Topics covered include accounting for partnerships, joint ventures, and corporations. Extensive coverage is given to business combinations and consolidations. Also covered are branch accounting, bankruptcy reporting, and accounting for estates and nonprofit organizations. *Prerequisites: ACCT 225 and ACCT 226*

**ACCT 426 Auditing Principles I (3)**

An overview of auditing concepts is offered with special attention to auditing standards, professional ethics, the legal ability inherent in the attest function, the study and evaluation of internal control, the nature of evidence, statistical sampling, and the impact of electronic data processing. The basic approach to planning an audit is addressed as are the audit objectives and procedures applied to the elements in a financial statement. *Prerequisite: ACCT 336*

**ACCT 427 Auditing Principles II (3)**

This course takes the concepts and procedures learned in ACCT 426 and applies them in a comprehensive audit case study. Students prepare audit work papers that demonstrate application of audit theory and objectives for various classes of financial statement accounts. Students are exposed to the planning, control, and review procedures used by many public accounting firms. The use of computerized audit software is covered. *Prerequisite: ACCT 426*

## **Business Administration**

**BUSI 100 Personal Finance (3)**

An overview of personal financial planning is provided with an emphasis on financial record keeping, budgeting, cash flow controls, debt management, tax planning, consumerism, insurance, retirement, investment planning, and estate planning.

**BUSI 110 Introduction to Business (3)**

This course introduces students to the role of business in society and the impact of the social environment on the firm. It acquaints students with the basic functional areas of business, including management, human resources, marketing, finance, and production.

**BUSI 120 Principles of Accounting I (4)**

In the first semester of this course, the basic financial accounting model and cycle are introduced, preparing students to explore the application of fundamental accounting principles to specific classes of assets and liabilities. The sole proprietorship form of business serves as the primary model for demonstrating the application of accounting principles and procedures for current assets, such as accounts receivable and inventories, operational assets, and current and long-term liabilities. Students complete a computer simulation which introduces computer applications in accounting.

**BUSI 121 Principles of Accounting II (3)**

The second semester focuses on managerial accounting and emphasizes the use of accounting data in decision making. Topics covered include cost accumulation models, cost behavior, break-even analysis, budgeting, short- and long-run decision analysis, capital expenditure analysis, and financial statement analysis. *Prerequisite: BUSI 120*

**BUSI 210 Principles of Organization and Management (3)**

Elements of planning, organizing, leading, and control are covered. Particular emphasis is given to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

**BUSI 240 Introduction to Information Systems (3)**

This class offers a study of the fundamentals of information systems methods and equipment, computer characteristics and concepts, and elements of programming. Business applications of computers are discussed and demonstrated. A working knowledge of personal computer productivity tools such as Web browsers, Microsoft Windows 95, and Microsoft Office is provided.

**BUSI 250 Macroeconomics (3)**

An introduction to concepts and tools of economic analysis and aggregate and macroeconomics is provided. The course emphasizes national income, money and banking, and the role of the government with respect to fiscal and monetary policies.

**BUSI 251 Microeconomics (3)**

Students are introduced to micro theory in economics relative to the theory of the firm and consumers. Particular emphasis is placed on pricing, cost analysis, profit optimization, and utility analysis. *Prerequisite: MATH 110 with a grade of B or better*

**BUSI 303 Business Law (3)**

The course introduces the laws affecting business transactions. Included is an overview of the legal system as it relates to business and in-depth study of contracts, sales and commercial transactions, and secured transactions.

**BUSI 311 Quantitative Analysis for Management (3)**

This course equips students with analytical and mathematical models for business decision making. Included are statistical analysis, project management, simulation, and linear programming. *Prerequisite: MATH 110 or approved APU test score*

**BUSI 330 Principles of Finance (3)**

Students explore the principles and practices of financial management. Sources and methods of raising capital, allocation of funds within the firm, cash-flow and financial statement analysis, financial markets, and capital budgeting techniques are addressed. Additional concepts covered include present-value analysis, decision making with risk, and the use of leverage. *Prerequisites: BUSI 120, BUSI 121, and BUSI 311 or MATH 151*

**BUSI 350 Business Internship (3)**

The course provides practical application of principle and theory in an actual business firm. The student learns to set objectives and measure performance against those objectives in a business setting. *Prerequisites: completion of 60 units, appropriate employment, and instructor's permission*

**BUSI 360 Principles of Marketing (3)**

The movement of goods from producers to consumers is analyzed in this course, which includes discussion of the channels of distribution, marketing functions, management considerations, and problems in marketing practice. Marketing trends in current economic systems are reviewed. *Prerequisites: BUSI 251 and fourth-semester standing*

**BUSI 370 International Business (3)**

This course presents a survey of issues in international business. The focus is on managing in an international environment, understanding the global monetary system, and developing an inter-national perspective on business operations including production, marketing, finance, and human resources. *Meets the requirement for general studies upper-division writing intensive course. Prerequisites: BUSI 210 and BUSI 250*

**BUSI 405 Business Report Writing (3)**

Students practice writing clear, well-organized, effective formal and informal reports. Evaluation and preparation of business reports, utilizing business research methods and communication techniques are emphasized. Management of data and the use of graphics also are included. *Meets the requirement for general studies upper-division writing intensive course.*

**BUSI 410 Production Management (3)**

The curriculum focuses on decision making and controlling the allocations of personnel, materials, and machine utilization in a manufacturing environment. Handling and control of materials, inventory, purchasing, and quality control are addressed. Students also learn about setting standards and developing skills in estimating, forecasting, and scheduling. *Prerequisite: BUSI 210*

**BUSI 430 Money and Banking (3)**

This course includes a study of monetary theories and banking principles, with special reference to contemporary developments in money and banking in the United States, the Federal Reserve System, and financial investment. *Prerequisites: BUSI 120, BUSI 121, BUSI 250, and BUSI 251*

**BUSI 445 Human Resource Development (3)**

Students study the human factors in modern business as they are influenced by and effect labor-management interactions, personnel relations, techniques, and procedures. *Prerequisite: BUSI 210*

**BUSI 448 Organization and Administrative Behavior (3)**

This course deals with policies and practices in the management of human resources. Major organizational behavior theories are discussed in a role-playing, seminar environment. *Prerequisite: BUSI 210*

**BUSI 450 Strategic Management (3)**

This course focuses on fundamental decisions in the life of a business. What is the business, and what should it be? What are the objectives? How are priorities set? How are strategic, long-range decisions to be handled? To grow or not to grow – and what is the right size? *Prerequisites: BUSI 210, BUSI 330, and senior status*

**BUSI 496 Senior Seminar (3)**

This course focuses on the integration of Christian faith, ethical issues and professional concerns, which confront Business professionals in the workplace with particular concern for leadership and transitions. The course will explore biblical and moral principles as related to real life case studies. In addition, the course offers the student the opportunity to complete in-depth study in a business related area so as to further prepare them to be effective participants and leaders in the workplace.

**BUSI 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

## Finance

**FIN 330 Financial Analysis (3)**

This course prepares students with the necessary tools of financial statement analysis for business valuation and strategic considerations. The course develops the ideas of ratio analysis and time value of money in discounted cash flows in order to analyze the financial conditions of

a business organization. The course also covers credit analysis and corporate finance issues such as merger and acquisition and debt financing. Case studies are used extensively.

*Prerequisites: BUSI 330 and MATH 151, or instructor's permission, and MATH 110 with a grade of B or better*

### **FIN 332 Financial Institutions (3)**

This course prepares students with a basic understanding of financial intermediaries, including depository institutions, insurance companies, securities firms, and investment banks. The course helps students understand the structure of and recent developments in financial markets. It also includes discussions of management issues for financial intermediaries, including interest rate risk, credit risk, loan portfolios, and other operational costs of financial services. *Prerequisite: BUSI 250 or instructor's permission*

### **FIN 432 Investment Analysis (3)**

This course introduces the student to the basic tools of investment analysis and integrates these with the actual operations of investments and portfolio construction. The emphasis is on providing analyses of asset selection with an experience of real market activities. *Prerequisites: FIN 330, FIN 332, and MATH 151 or instructor's permission*

### **FIN 434 Derivatives (3)**

This course prepares students with a basic understanding of derivatives of financial assets and commodities (such as futures, options, swaps, etc.). Pricing of these derivatives and their function in hedging and speculation is discussed. Recent innovations of pricing models for instruments such as interest rate derivatives, exotic options, and assessment of market risk based on the market prices of derivatives are also covered. *Prerequisites: FIN 432, PSYC 350, and MATH 151 or instructor's permission*

### **FIN 436 Financial Risk Management (3)**

The course provides students with the theory and management tools of risk management and financial innovation, using different combinations of financial assets and derivatives to immunize the organization's market risk. Topics include dynamic hedging using derivatives such as futures and options, and possibly the development of new products (or combinations) to protect the business or portfolio from the exposure to financial risk. *Prerequisites: FIN 434 and MATH 151 or instructor's permission*

### **FIN 439 Seminar in Finance (3)**

This course covers case studies in corporate finance, such as corporate strategy and structure, capital structure and payout policy, raising capital, corporate restructuring, and corporate governance. The course provides students with an understanding of the strategic issues of corporate financial management. In particular, advanced topics such as assessment and analysis of market volatility, evolution of financial structures, and strategies are also covered. *Prerequisites: FIN 436 and MATH 151 or instructor's permission*

## **International Business**

### **IBUS 371 Comparative Economics (3)**

Students are offered an integrated treatment of international trade theory, policy, institutions, and business within the different types of economic systems. The economics of an open economy, that of a planned economy, international goods and money markets, domestic and international policies, trade flows, and world development patterns, are addressed. May be taken on campus or in the IBI study abroad program. *Prerequisite(s): BUSI 251 and/or IBI coordinator's permission (IBI Summer Session)*

### **IBUS 372 International Trade and Finance (3)**

Students study the trade and financial environment of international business. Focus is on export-import trade transactions, international trade finance, foreign exchange markets, foreign direct investment, international capital markets, and capital budgeting for the multinational firm. May be taken on campus or in the IBI study abroad program. *Prerequisite(s): BUSI 250, BUSI 251, BUSI 330 and/or IBI coordinator's permission (IBI Summer Session)*

**IBUS 373 International Marketing (3)**

This course is an overview of international marketing and considers the powerful economic, technological, industrial, political, and demographic forces that are converging to build the foundation of a global marketplace in a dynamic and ever-changing world. Projects involving international marketing are conducted. May be taken on campus or in the IBI study abroad program. *Prerequisite(s): BUSI 250, BUSI 251, BUSI 360 and/or IBI coordinator s permission (IBI Summer Session)*

**IBUS 374 Topics in International Management and Strategy (3)**

Students analyze operational management issues encountered in international and culturally diverse enterprises. The course focuses upon human resource management, production management, cross-cultural issues, and strategic planning and implication to the firm. A series of cases and a corporate analysis project are utilized. This course may be taken on campus or in the IBI study abroad program. *Prerequisite(s): BUSI 210, BUSI 250, BUSI 251 and/or IBI coordinator s permission (IBI Summer Session)*

**IBUS 479 Seminar in International Business (3)**

Students focus on advanced issues in international business. Primary emphasis is placed on consideration of the ethical issues of international business. Topics also include the relationship between international business and employment and economic growth in both concerns of inter-national business organizations. *Prerequisite(s): USI 210, BUSI 250, BUSI 251 and/or IBI coordinator s permission*

## Marketing

**MKTG 350 Marketing Internship (3)**

This course provides practical application of marketing principles and theory. The student learns to research, set promotional and marketing objectives, and implement. *Prerequisites: BUSI 360 and instructor s permission*

**MKTG 361 Marketing Communication (3)**

The marketing communication function is introduced. Topics include advertising theory and measurement, communication theory, promotional strategies, public relations and publicity, consumer education, collateral materials planning, and promotional ethics. *Prerequisite: BUSI 360*

**MKTG 362 Consumer Behavior (3)**

This course offers comprehensive examination of the nature of markets and the factors influencing market development and change. Students study individual consumer's behavior in relation to the buying-selling process. Emphasis is placed on understanding the consumer in order to facilitate the development of an effective marketing strategy. *Meets the general studies elective requirement for Identity and Relationships. Prerequisite: BUSI 360*

**MKTG 363 Marketing Research (3)**

This course is an overview and practical application of contemporary methods for gathering, analyzing, and preparing market research for use in management decision making. Research methodology includes specific topic areas as the research process, primary and secondary data, qualitative and quantitative research methods, statistical analysis, and utilization of technology. *Prerequisite: BUSI 360 and PSYC 350, MATH 110 with a grade of B or better*

**MKTG 364 Sales and Sales Management (3)**

In this course, consideration is given to personal selling strategies and practices, including consultative selling, and negotiation, using principles of human behavior. The sales management function, including recruiting and selecting salespeople, training, compensation plans and quotas, supervising, motivating, planning, forecasting, and evaluating, is covered in detail. *Prerequisite: BUSI 360 or instructor s permission*

**MKTG 368 Retail Marketing (3)**

Students learn the principles of retail marketing of products and services. The course emphasizes the unique issues and problems of store managers, merchandising executives, and service company managers. Location, sales promotion, organization, personnel, buying, inventory, control methods, product mix, pricing, and profitability are considered. Extensive quantitative techniques are employed. *Prerequisites: BUSI 360, MKTG 362, and MKTG 363*

**MKTG 369 Global Industrial Marketing (3)**

Students learn the marketing of business goods by manufacturers to other businesses, government agencies, and social institutions. The course consists of market analysis, sales forecasting, product strategy, effective use of sales force, and industrial promotional planning and implementation. Extensive quantitative techniques are utilized. *Prerequisites: BUSI 360, MKTG 362, and MKTG 363*

**MKTG 465 Strategic Marketing Management (3)**

The course offers a strategic approach to the management of the marketing function. Students are required to plan, organize, and present a community event. All aspects of marketing are integrated, including developing a marketing plan, presentations to officials, creating promotional materials, soliciting sales, and preparing a budget to cover the cost of the event. May be taken twice for credit.

## Web and Information Technology

**WEB 340 Principles of E-Commerce and Web Design (3)**

The course presents fundamentals of computer graphics design and realization applicable to internal and external organizational websites. Web pages are designed focusing on the integration of the total organizational strategy, advertising methods, and the development of strategic links. The course presents basic visual design principles and user interface design principles relevant to the design of Web graphics. *Prerequisite(s): BUSI 240, BUSI 360 (may be taken concurrently), or instructor s permission*

**WEB 342 Website Design, Implementation, and Administration (3)**

This course introduces the student to the Web and the design, implementation, and administration of internal and external organizational websites. The course focuses on HyperText Markup Language (HTML) and Javascript as tools for building websites, and introduces the student in the use of a popular WYSIWYG HTML editor, such as Adobe GoLive. *Prerequisite(s): BUSI 240, PSYC 350 (may be taken concurrently), and WEB 340 (may be taken concurrently), or instructor s permission*

**WEB 344 Computer System Administration (3)**

The course presents the installation, configuration, and administration of computer systems that support internal and external organizational websites. It focuses on Linux, a UNIX-like operation system, and briefly introduces Microsoft's Windows NT operating system. The course also introduces topics such as computer security of particular importance to administrators of networked systems. *Prerequisites: BUSI 240, BUSI 120, BUSI 121, and BUSI 210 (maybe taken currently), or instructor s permission*

**WEB 346 Computer Programming for the Internet and Web (3)**

This course presents the use of a server-side scripting language, such as Perl, PHP, or Python, for the development of Web-based Intranet and Internet applications. *Prerequisites: WEB 342 and WEB 344*

**WEB 348 Computer Network Administration (3)**

This course presents basic data communications concepts, focusing on the design, configuration, and administration of UNIX-based TCP/IP networks. The course emphasizes the use of cost-benefit trade-offs to guide the design and evolution of such networks. The course also introduces technologies used to realize wide-area computer networks, such as telephone modems, ISDN, DSL, and frame relay. *Prerequisite: WEB 344*

**WEB 440 Computer Database Design and Programming (3)**

This course continues the study of the Perl programming language begun in WEB 346, presenting concepts related to Web access of organizational databases. The course also presents the design, creation, use, and administration of relational databases. *Prerequisites: WEB 342 and WEB 346*

**WEB 448 Web Practicum in Strategic Internet Marketing (3)**

This course presents students with a real-world organizational problem or opportunity, which they must solve or realize by specifying and developing an appropriate Web-based information system. *Prerequisites: WEB 348 and WEB 440 (may be taken concurrently)*

*For a description of other courses offered by various departments, please consult that section of the catalog.*





# School of Education and Behavioral Studies



<b>Teacher Education</b>	<b>226</b>
<b>Liberal Studies</b>	<b>228</b>
<b>Teaching Credential Programs</b>	<b>232</b>
<b>Human Development</b>	<b>238</b>
<b>College Student Affairs and Leadership Studies</b>	<b>246</b>
<b>Physical Education</b>	<b>249</b>
<b>Psychology</b>	<b>263</b>
<b>Social Work</b>	<b>274</b>

# Department of Teacher Education

## Faculty

*Dean: Terence R. Cannings, Ed.D.*

*Chair; Director of Single-Subject Teaching Credential (7-12); and Professor: Nancy Brashear, Ph.D.*

*Director of Multiple-Subject Traditional Teaching Credential (K-8) and Associate Professor: Gregory Kaiser, Ph.D.*

*Director of Multiple-Subject Internship Teaching Credential and Professor: Judith Hetzel, Ed.D.*

*Director of Special Education and Associate Professor: David Colachico, Ed.D.*

*Program Director for Technology Integration: Wayne Bacer, Ed.D.*

*Coordinator for Cross Cultural Language and Academic Development (C.L.A.D.) and Associate Professor: Ivy Yee-Sakamoto, Ph.D.*

*Associate Professor: Sheryl O Sullivan, Ed.D.*

*Assistant Professors: Elizabeth M. Aitken, Ph.D.; Manuel Arellano, M.A.; Chinaka S. DomNwachukwu, Ph.D.; Paul Flores, M.Div.; Teresa E. Stoops, Ph.D.*

## Department Overview

The primary goal of the Department of Teacher Education is to provide the training and experience needed to qualify for California Multiple-Subject, Single-Subject, and Special Education Teaching credentials. Azusa Pacific University's Teacher Education Program, established in 1963, is committed to preparing K-12 classroom teachers:

- *who are competent* – able to effectively educate and lead in the cultural, socio-economic, and linguistic diversity of today's educational environment.
- *who are compassionate* – committed to the care and enhancement of the individuals they teach and lead.
- *who are people of character* – able to contribute to the moral and ethical development of the students and families whom they serve.

## The Seven Learner Goals

The faculty believe that all program candidates should be constantly seeking to grow in the following seven learner goals:

1. **Critical thinker** – knows the philosophical and historical context of his/her area of professional preparation and learning.
2. **Responsive educator** – appreciates the diverse contexts of schools and promotes the acceptance of change and diversity.
3. **Reflective practitioner** – reflects on appropriate practice in his/her professional program, that is the nature of students, of learning environments, and of strategies for enhancing learning.
4. **Instructional leader** – knows subject matter, curricula, pedagogy, and the educational process in his/her selected program of preparation needed to connect students to others in the world of work.
5. **Problem solver** – develops alternative solutions to educational problems through visionary leadership, innovative practices, research and inquiry, and technological expertise.
6. **Ethical truth seeker** – probes the deeper questions regarding the meaning of human existence and engages in a perpetual quest for truth in a world of inherent contradictions.
7. **Self-directed professional** – disposed to professional self-growth.

When the credential courses are combined with selected courses required for a Master of Arts in Education with an emphasis in Teaching or Special Education, both the teaching credential and the master's degree may be obtained.

APU offers advanced credential programs in school administration, school counseling, and special education. These graduate programs, as well as a variety of master's degree programs, are available to students subsequent to earning their Multiple- and Single-Subject Teaching credentials. An accelerated degree program, the B.A. in Human Development, also provides subject matter preparation for prospective elementary school teachers, along with the B.A. in Liberal Studies for traditional undergraduate students.

All credential standards are subject to CCTC and NCATE policy changes, and it is expected that a new credential structure, as recently mandated by the CCTC, will be in place within the next year.

## General Description of Programs

During the first two years of college, it is suggested that prospective teachers complete university general education requirements and prerequisites to upper-division course work, and then explore the teaching field by taking EDUC 300 Introduction to Teaching as a Profession as a sophomore, junior, or senior. Application for admission to the Teacher Education Program may be submitted as early as the junior or senior year, upon completion of 60 units of university course work and attendance at a mandatory information meeting. Candidates then begin a sequence of professional education courses in preparation for full-time student teaching.

A candidate is eligible to student teach after advancement to student teaching status following successful "clearance," which includes attending a mandatory student teaching information meeting and turning in the student teaching application, which will be evaluated for such items as completion of subject-matter competency, and all preprofessional and professional education courses.

## Liberal Studies

### Introduction

The Department of Teacher Education is the management unit responsible for the Liberal Studies Program. Liberal studies majors are advised by education department faculty. Students are required to meet with their advisor each semester before registering.

The liberal studies major at Azusa Pacific University is authorized by the CCTC and an approved multiple-subject program. Students completing this major have met the state-approved subject matter competency for a multiple-subject (elementary) teaching credential, and are, therefore, not required to take the MSAT.

In addition, because of the increasing need for college graduates with broad, diverse academic backgrounds, a liberal studies graduate is frequently in demand in business and communication fields, as well as education.

A new Liberal Studies program structure, as mandated by the CCTC, is expected to be in place fall 2003. Students should check with a Liberal Studies faculty advisor.

### Liberal Studies Major Requirements

### 111-120 units

The liberal studies major gives broad coverage in the liberal arts. A total of 111-120 units must be earned from the following areas: language/literature, mathematics, science, social sciences, humanities, visual/performing arts, physical education, human development, religion, and a subject concentration. All 64 units of general studies requirements are met by completing the liberal studies major. Depending upon the subject concentration selected, there may be an opportunity to enrich students' programs with one or more electives of their choice. Core and concentration courses require a minimum of a C grade, and overall GPA of 3.0 must be maintained in all core courses. ***A portfolio is required for graduation consisting of samples from nine courses related to teacher education and a one-page statement of philosophy of teaching integrating Christian worldview and the School of Education and Behavioral Studies' Seven Learner Goals.*** Students should request the "Portfolio Assessment of Subject Matter Competence and Professional Growth" early in their program. It is the student's responsibility to schedule an appointment with a liberal studies advisor for review and approval of the portfolio, which precedes the sign-off of the Intent to Graduate form. The minimum number of units required for graduation is 126.

#### Language/Literature

#### 23 units

COMM	111	Public Communication*	3
ENGL	110	Freshman Writing Seminar*	3
ENGL	111	Introduction to Literature*	3
ENGL	402	Principles of Language	3
ENGL	434	Children's Literature*	3
Foreign Language*			4,4

#### Mathematics

#### 6 units

MATH	110	College Algebra*	3
— or —			
MATH	115	Analytical Inquiry*	3
MATH	301	Mathematical Concepts for the Elementary Teacher	3

\*Meets a general studies requirement.

<b>Science</b>			<b>12 units</b>
BIOL	101	Fundamentals of Biology (with lab)*	4
BIOL	400	Science and Children (with lab)	4
PHYC	110	Principles of Physical Science (with lab)*	4

<b>Social Sciences</b>			<b>19 units</b>
CSA	101	Beginnings*	1
EDUC	405	Diversity in the Classroom*	3
HIST	120	World Civilizations to 1648*	3
— or —			
HIST	121	World Civilizations since 1648*	3
HIST	151	U.S. History to 1865*	3
— or —			
HIST	152	U.S. History since 1865*	3
HIST	310	World Geography	3
POLI	150	American Government*	3
PSYC	110	General Psychology*	3

<b>Humanities</b>			<b>6 units</b>
EDUC	496	Senior Seminar: Education and Professional Ethics*	3
PHIL	220	Introduction to Philosophy*	3

<b>Visual/Performing Arts</b>			<b>9 units</b>
ART	150	Introduction to Art*	3
— or —			
MUS	120	Music Fundamentals*	3
ART	310	Fundamental Art Experiences*	3
MUS	432	Music in the Elementary Schools	3

<b>Physical Education</b>			<b>6 units</b>
PE	108-117	Fitness for Life*/**	1
PE	240	Health Education*/**	2
PE	450	Physical Education in Elementary Schools, K-6	3

<b>Human Development</b>			<b>3 units</b>
PSYC	290	Human Growth and Development*	3

<b>Religion*</b>			<b>15 units</b>
------------------	--	--	-----------------

### Concentration **12-21 units**

Concentrations are available in art, English, math, music, physical education, science, social science, and Spanish; see below.

<b>Art Concentration</b>			<b>20 units</b>
ART	145	Drawing I (fall only)	3
ART	146	Painting I (spring only, prerequisite required)	3
ART	310	Fundamental Art Experiences*	3
		(taken as part of Visual/Performing Art section above)	

One of the following:

ART	355	Medieval/Renaissance Art History* (fall, even years)	3
ART	356	History of Modern Art*(spring only)	3
ART	357	Contemporary Art Trends* (fall, odd years)	3

\*Meets a general studies requirement.

\*\*Taken concurrently

One of the following:

ART	205	Ceramics I*	3
ART	311	Sculptural Objects and Functional Art (spring only)	3
ART	403	Multicultural Art* (spring only)	3

### Art Electives

**5 units**

Plus **5 units in art electives** (3 units may be Introduction to Art)

### English Concentration

**12 units**

Required Courses

ENGL	404	Approaches to Grammar	3
ENGL	406	Pedagogy: Theory and Practice*	3

Choose two courses from the following:

(Note: One must be ENGL 324, ENGL 334, or ENGL 344.)

ENGL	324	World Literature to the Renaissance*	3
ENGL	334	World Literature since the Renaissance*	3
ENGL	344	American Literature to 1865*	3
ENGL	354	American Literature after 1865*	3
ENGL	377	Shakespeare*	3
ENGL	410	American Novel*	3

### Math Concentration

**18 units**

Required Courses

MATH	251	Calculus I (fall only)	5
MATH	252	Calculus II (spring only)	4
MATH	315	History of Math and Number Theory	3
MATH	340	Geometry	3
MATH	360	Probability and Statistics	3

### Music Concentration

**18 units**

Required Courses

MUS	101	Beginning Voice Class	1
MUS	103	Beginning Piano^	1
MUS	104	Elementary Piano^	1
MUS	110	Elementary Guitar Methods	1
MUS	—	Applied Music***	1
MUS	121	Music Theory I*	3
MUS	122	Music Theory II	3
MUS	133	Practical Musicianship I	1
MUS	134	Practical Musicianship II	1
MUS	250	Music and Civilization*	3
MUS	361	Introduction to Conducting	2

\*Meets a general studies requirement.

\*\*Taken concurrently

\*\*\*See School of Music for complete listing of applied classes.

^Or one unit each Applied Piano (permission by audition only)

**Physical Education Concentration****11 units**

## Required Courses

PE	241-248	Any <b>two</b> skills courses	2
PE	249	Global, New, and Multicultural Games	1
PE	236	Rhythms and Dance	2
PE	320	History and Principles of PE*	3
PE	325	Motor Learning	3

**Science Concentration Option I****20 units**

## Required Courses

BIOL	151	General Biology I*	4
BIOL	152	General Biology II	4
CHEM	111	Chemistry for the Health Sciences*/^	3
CHEM	112	Biochemistry for the Health Sciences*/^	1
PHYS	180	Earth Science*	4
PHYS	201	Fundamentals of Physics* (Prerequisite: PHYC 101 or high school physics)	4

**Science Concentration Option II****16 units**

## Required Courses

BIOL	250	Human Anatomy	4
BIOL	251	Human Physiology	4
CHEM	111	Chemistry for the Health Sciences*/^	3
CHEM	112	Biochemistry for the Health Sciences*/^	1
PHYC	201	Fundamentals of Physics* (Prerequisite: PHYC 101 or high school physics)	4

**Social Science Concentration****12 units**

## Required Courses

HIST	338	History of California	3
POLI	390	History and Politics of Non-Western World	3

Choose two courses from the following:

HIST	350	Medieval Europe	3
HIST	352	Renaissance and Reformation	3
HIST	356	Modern Europe	3
HIST	374	Colonial Era	3
HIST	380	Civil War and Reconstruction	3
HIST	386	Modern America	3
HIST	420	History of Religion in America	3
HIST	441	History of American Foreign Affairs	3
UBBL	451	The Greco-Roman World	

\*Meets a general studies requirement.

^Both must be completed to meet general studies requirement.



<b>Spanish Concentration</b>			<b>15 units</b>
Required Courses			
SPAN	201	Intermediate Spanish I	3
SPAN	202	Intermediate Spanish II	3
SPAN	301	Advanced Spanish	3
SPAN	320	Advanced Spanish Composition	3
Plus one Spanish Literature Class			3

NOTE: While the advisor is a guide and resource person, final responsibility for meeting requirements to complete major and a degree program rests with the student.

Students must earn a minimum of a C in core and concentration courses and an overall GPA of 3.0 must be maintained overall in all courses.

## Teaching Credential Programs

### Introduction

Azusa Pacific University offers credential programs approved by the CCTC and NCATE which authorize service for elementary, secondary, and special education teaching.

Credential students with a posted bachelor's degree from Azusa Pacific University may be eligible for an alumni discount on basic TEP credential programs.

### Multiple-Subject Traditional Teaching Credential Program (K-8)

A student wishing to obtain a credential for teaching at the elementary or middle school level should enroll in the traditional Multiple-Subject Teaching Credential Program. The subject matter requirement for this credential is met by completion of a state-approved multiple-subject program (such as APU's liberal studies major) or a passing score on the approved multiple-subject examination (MSAT). During the junior or senior year, the student may begin the credential program upon admission to the Teacher Education Program. This program includes teacher preparation classes and student teaching. However, most of the program is generally completed in the fifth year, following the posting of the bachelor's degree.

Students may teach in public or private schools, subject to approval by the program director, while in this program. (See "Admission to Student Teaching" on p. 237 for details.)

### Single-Subject Traditional Teaching Credential Program (7-12)

A student desiring to earn a credential for teaching a specific single subject at the middle, junior, or senior high school level should enroll in the traditional Single-Subject Teaching Credential Program. The subject matter requirement for this credential is met by completion of a state-approved single-subject program or a passing score on all single-subject examinations (Praxis and SSAT). Azusa Pacific University has CCTC-approved single-subject major programs in the following areas: art, English, mathematics, music, physical education, science, social science, and Spanish. Students should consult with advisors in these departments to determine exactly which courses constitute the approved program.

Depending on the number of units required in the major and the number of other classes taken by the candidate, juniors and seniors may enroll in professional education courses once they have been admitted to Teacher Education. However, because some majors have many required units, the professional education program courses are often taken after graduation. The student desiring to become a secondary teacher is advised to contact the Teacher Education Program during the junior or senior year, and to attend an information meeting to receive guidance regarding prerequisites and supplementary

concentrations for the teaching credential. Secondary teacher candidates are also encouraged to complete a "Supplementary Authorization" to be eligible to teach in a second content area.

Students may teach in public or private schools, subject to approval by the program director, while in this program. (See "Admission to Student Teaching" on p. 237 for details.)

### **Multiple-Subject Internship Teaching Credential Program**

Students holding an accredited bachelor's degree may be eligible for APU's innovative Master of Arts in Education: Teaching and Multiple-Subject Internship Teaching Credential. Designed for beginning teachers with a limited teaching background and preparation, the 40-unit program combines the curricula of the credential and master's programs to deliver a unique educational package. More than 60 California districts cooperate in the program, meeting the needs of public school teachers on emergency permits or pre-intern credentials.

The program is tailored to the working professional, offering classes at the Azusa campus and regional centers: Inland Empire, Orange County, San Diego, Murrieta, Ventura, and High Desert/Victorville. Upon completion, the graduate will earn both a Preliminary Multiple-Subject Teaching Credential and a Master of Arts in Education: Teaching Degree. After completing the remaining two C.L.A.D. certificate courses (along with the language requirement), students will be qualified to apply for the C.L.A.D. Certificate. The master's degree is earned after the student has completed all requirements for the Preliminary Credential and program course work.

For additional information, please refer to the current graduate catalog.

### **Special Education: Mild/Moderate Disabilities Specialist Credential Program (K-12)**

The current shortage of special education teachers creates a growing demand for educators with their credential. APU now offers a fifth-year credential in Special Education for the teaching of mild/moderate disabled students (K-12). The program is offered in two distinct tracks to accommodate educators from various points of entry. The Level I credential offers Track 1 for those with no teaching contract; Track 2 is for the current contract teacher. Students must see an advisor for proper placement in tracks within this credential program. Course content is application oriented, enabling students to take what they learn in the evening and use it in their classroom the next day.

For additional information, please refer to the current graduate catalog.

### **Career Opportunities**

Graduates of the Teacher Education Program are employed in elementary and secondary schools throughout California and other states. Azusa Pacific University graduates have been successful in obtaining positions in both public and private schools.

Studies indicate that employment opportunities in teaching will continue to increase. This is true for both elementary and secondary teaching, particularly in the areas of math, science, Spanish, and English, as well as bilingual and special education. Every spring, APU hosts a Teacher Interview Day in which local public school districts, private schools, and APU students participate.

### **Admission to the Teacher Education Program**

Undergraduate students planning to enter the Teacher Education Program at Azusa Pacific University must apply for admission and be formally admitted prior to taking any of the professional education program courses (those with a TEP prefix). The procedure for admission requires the following:

- Attendance at a mandatory informational meeting to receive initial advising
- Completed Application for Graduate Admission
- The Graduate Center will be responsible for requesting an APU transcript. However, the applicant is responsible for ordering two copies of official transcripts **from all other institutions attended** whether or not these transcripts were already submitted to the undergraduate registrar. (To be considered official, a transcript must be mailed directly from the Office of the Registrar of the institution attended to the Graduate Center at APU. Students' sealed copies will not be considered official. Transcript request forms are provided.) With the "Admission of Undergraduates to Teacher Education Program" memo obtained from the Teacher Education secretary, APU undergraduate students may be interviewed and admitted prior to completing their bachelor's degree. Please note that a posted B.A. is required for admission to the Multiple-Subject Teaching Internship Credential/M.A. in Education program (refer to graduate catalog).
- Satisfactory completion of (or enrollment in) 60 units of college work with a grade-point average of 3.0 on a 4.0 scale and maintenance of a GPA within these parameters
- Undergraduate students may be admitted only into the Multiple-Subject Traditional and Single-Subject Credential programs. In addition to successfully completing the admission process, undergraduate students must submit an Admission of APU Undergraduate Students to Teacher Education Program Form to the Graduate Center. Forms are available from the teacher education secretary.
- Three APU recommendation forms that assess competence and character (Appropriate recommendations include those who have **supervised** the applicant's leadership and/or teaching experience with children/youth in public or private settings, an employer who directly supervised the applicant, or one faculty/academic reference. References from neighbors, friends, pastors, and relatives are not appropriate **unless they have served as supervisors and specify this relationship.**)
- A one-page letter to the dean addressing the following: experiences from the applicant's background that may enhance the teaching experience; the most rewarding and challenging aspects of working with children; why the applicant wants to teach; preferred grade level, content areas and why; special interests, hobbies, or abilities; extracurricular activities; and previous residence or travel experiences (Written communication skills will be assessed along with content. Please use the form provided in the application and attach additional sheets if necessary.)
- Résumé (highly recommended) or Statement of Experience, including most relevant work and volunteer experience (form provided in the application)
- Proof of Certificate of Clearance (Submit photocopy of Emergency Teaching or Substitute Permit, or submit Certificate of Clearance application to APU's credential analyst.)
- Proof of successful completion of the CBEST or proof of paid registration for the next CBEST (proof of successful completion must be submitted no later than the date of Application for Student Teaching.)
- International students have a separate application procedure. Contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu). International students who have graduated from a college or university where English was not the principal language must provide a minimum TOEFL score of 550.

*After all materials have been received by the Office of Graduate Admissions, the Department of Teacher Education will review the file and contact the applicant to schedule an admissions interview. Please come dressed professionally. All applicants must be interviewed before admission will be granted.*

In addition to the previously mentioned requirements, the following characteristics will also be considered:

- Evidence of good character and personality attributes and attitudes that are appropriate to professional service
- Good mental and physical health

**Multiple-Subject Traditional Preliminary Credential Requirements (K-8)**

**1. Subject-Matter Competency**

Students must satisfactorily complete an approved Multiple-Subject Program such as APU's Liberal Studies major (as described on p. 228) or Human Development major (as described on p. 238), or pass the approved multiple-subject examination (Praxis Series MSAT).

**2. Preprofessional Course Requirements**

- |   |          |   |
|---|----------|---|
| A.  | EDUC 300 | Introduction to Teaching as a Profession (undergraduate students) includes 15 hours of service learning in the Teacher Assistant Program* in public schools |
| — or —  |          |   |
|   | EDUC 400 | Foundations of Education (graduate students)  |
| B.  | EDUC 405 | Diversity in the Classroom (writing intensive undergraduate students) includes 15 hours of service learning hours in public schools                         |
| — or —  |          |   |
|   | EDUC 504 | Teaching and Cultural Diversity (graduate students)   |
| C.  | POLI 150 | American Government (U.S. Constitution)   |
| *May be counted toward graduation ministry units. |          |   |
| D.  | PSYC 290 | Human Growth and Development (including early childhood through adolescence) (undergraduate students)   |
| — or —  |          |   |
|   | EDUC 572 | Advanced Educational Psychology (graduate students)   |

Appropriate substitutes may be approved by the Department of Teacher Education with submission of APU Department of Teacher Education Application for Course Work Waiver, course description and/or syllabus, and official transcripts. This application will be considered after full admission is granted.

**3. Professional Course Requirements**

**24 units**

(requires formal admission to the Department of Teacher Education)

TEP	410	Methods and Curriculum I, K-8	3
TEP	411	Field Experience I, K-8	1
TEP	430	Methods and Curriculum II, K-8	3
TEP	431	Field Experience II, K-8	1
TEP	550	First and Second Language and Literacy, K-8	3
TEP	551	Language Acquisition Field Experience, K-8	1
Full-time student teaching (18-week teaching assignment)**			
TEP	570	Student Teaching Seminar	3
TEP	571	Student Teaching, K-8	9

\*\*See "Admission to Student Teaching" on p. 237.

4. Passage of **Reading Inventory Competency Assessment (RICA)**, required by the CCTC
5. Successful completion of Teaching Proficiency Portfolio
6. Following completion of all above requirements, with the recommendation of the Department of Teacher Education, students are eligible to apply for their nonrenewable preliminary credential.
7. Within five years of completing the **Preliminary Credential**, students need to fulfill the **Professional Clear Credential Requirements** (see p. 239) .

## Single-Subject Preliminary Credential Requirements (7-12)

### 1. Subject-Matter Competency

Students must satisfactorily complete an approved Single-Subject Program such as one of the following: art, business, English, health science, mathematics, music, physical education, science (emphasis in biology, chemistry, or physics), social science, or Spanish, or pass all approved single-subject examinations (Praxis/SSAT tests as required).

### 2. Preprofessional Course Requirements

- |        |      |     |   |
|--------|------|-----|---|
| A.     | EDUC | 300 | Introduction to Teaching as a Profession (for undergraduate students) includes 15 hours of service learning in the Teacher Assistant Program* in public schools |
| — or — |      |     |   |
|        | EDUC | 400 | Foundations of Education (graduate students)  |
| B.     | EDUC | 405 | Diversity in the Classroom (writing intensive undergraduate students) includes 15 hours of service learning hours in public school                              |
| — or — |      |     |   |
|        | EDUC | 504 | Teaching and Cultural Diversity (graduate students)   |
| C.     | POLI | 150 | American Government (U.S. Constitution)   |
| D.     | PSYC | 290 | Human Growth and Development (including early childhood through adolescence) (undergraduate students)   |
| — or — |      |     |   |
|        | EDUC | 572 | Advanced Educational Psychology (graduate students)   |

\*May be counted toward graduation ministry units.

Appropriate substitutes may be approved by the Department of Teacher Education with submission of APU Department of Teacher Education Application for Course Work Waiver, course description and/or syllabus, and official transcripts. This application will be considered after full admission is granted.

### 3. Professional Course Requirements

**24 units**

(requires formal admission to the Department of Teacher Education)

TEP	420	Secondary Teaching Strategies, 7-12	3
TEP	421	Field Experience I, 7-12	1
TEP	440	Secondary Curriculum and Procedures 7-12	3
TEP	441	Field Experience II, 7-12	1
TEP	560	First and Second Language and Literacy, 7-12	3
TEP	561	Language Acquisition Field Experience, 7-12	1
Full-time student teaching (18-week teaching assignment)**			
TEP	580	Student Teaching Seminar 7-12	3
TEP	581	Student Teaching, 7-12	9

\*\*See "Admission to Student Teaching" on p. 237.

4. Successful completion of the Teaching Proficiency Portfolio
5. Following completion of all above requirements, with the recommendation of the Department of Teacher Education, students are eligible to apply for their nonrenewable **Preliminary Credential**.
6. Within five years of completing the **Preliminary Credential**, students need to fulfill the **Professional Clear Credential Requirements** (see p. 239).

## Admission to Student Teaching

The student teaching application for the traditional Multiple-Subject, Single-Subject, and Special Education programs must be submitted to the Department of Teacher Education by **November 1** for spring or **April 1** for the fall semester. Students attend a mandatory Student Teaching Information Meeting in **October** or **March**. Education faculty members then evaluate the candidate's suitability for the profession in the light of all evidence available. The criteria includes such qualities as academic aptitude, emotional stability, interpersonal relations, initiative, and oral and written communications. Admission to student teaching is also dependent upon:

1. Subject-matter competence according to state and program guidelines by:
  - Official verification of completion of an approved subject-matter program signed by the credential analyst (the department will verify APU-approved programs.) Students must have 100 percent of subject-matter courses completed before student teaching.
  - or —
  - Proof of passage of MSAT (multiple-subject) or all required Praxis/SSAT (single subject) tests (Special education students may choose either the MSAT or the Praxis/SSAT, but are encouraged to take the MSAT.)
2. Satisfactory completion of all preprofessional and professional course requirements
3. Any remediation that may be required for grades lower than *B* in any course leading to student teaching
4. Successful completion and verification of passage of CBEST,
5. Receipt of results of Certificate of Clearance or a copy of current Emergency Permit
6. Verification of negative results from a Mantoux TB skin test if not on a teaching contract

A student hired to teach on a contract must provide a photocopy of the teaching contract and official verification of the teaching assignment on school letterhead to the appropriate director for approval. It is strongly suggested that this approval be attained before the contract is signed if the assignment is to be used for the purposes of student teaching. The assignment must be concurrent to the 18-week student teaching semester, which occurs in the fall or spring. All contracted student teaching assignments must be approved by the program director **prior** to student teaching.

In addition, a student hired to teach on a contract in a private school must provide proof that the school is WASC accredited, has at least 25 percent ethnic diversity represented, has class sizes that are comparable to the public schools (15-30 students per class), and uses the California State Frameworks as the guideline in the classroom. This assignment must be approved by the program director **prior** to student teaching and may necessitate a visit to the proposed site before a decision can be made.

## Accelerated B.A. in Human Development

### Introduction

The Bachelor of Arts in Human Development is an innovative, alternative degree program designed to provide subject matter preparation for prospective elementary school teachers. The program offers a major in human development that uses an accelerated degree completion format. It accommodates experienced adult learners, many of whom are working in classrooms as paraeducators, and draws upon their rich experiences in school settings.

This program is designed specifically for adults who are at least 25 years of age and have two or more years of college credit and want to earn a degree while on the job. Classes meet one night a week, taking 18 months to complete a Bachelor of Arts degree. The program is a field-based modular design, delivered to cohort groups. Each cluster has a primary advisor who provides system guidance, directs special projects, and serves as mentor to individual learners.

Organized to capture the essence of an integrated curriculum and capitalize on the students' work/classroom experiences, the Human Development Program aims to give students a secure background in the liberal arts and sciences that is firmly fixed in the concepts of human behavior and social issues. As part of the preparation of elementary school teachers, the program utilizes the California State Curriculum Frameworks and Model Standards, providing integrated courses in language arts, math, science, art, music, and social science that focus on K-8 content while demonstrating exemplary teaching methods.

The Human Development Program at Azusa Pacific University is authorized by the California Commission on Teacher Credentialing as an approved multiple-subject program. Students completing this major have met the state-approved subject matter competency for an elementary (multiple subject) teaching credential, and are therefore, not required to take the MSAT.

The program has the potential to meet the following explicit needs:

1. The need for qualified, credentialed teachers in California
2. The need for minority teachers and minority role models in L.A.-area schools
3. The need for stability in the classrooms of the local community
4. The need/desire to encourage qualified interested members of other professions to consider the teaching profession a viable career change

Students who complete this major are eligible to enter Azusa Pacific University's unique Intern Credential Program, teaching in their own classrooms, with the university providing course work and support to the beginning, noncredentialed teacher.

### Admission Requirements

A minimum of 126 semester units of credit are required for the B.A. degree. To be admitted to the 74 class-session Human Development Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from an accredited college or university
- Official transcripts from all schools attended
- A grade-point average of 2.0 or above in the transferred courses
- A writing sample that demonstrates written communication skills
- A math proficiency test
- To be at least 25 years of age

Students will be asked to compile a portfolio of their extra collegiate learning derived from academic, personal, and professional experiences since high school. Students may earn up to 18 semester units for learning acquired through life experience.

When the above requirements have been met, students receive a letter of admission and statement of estimated accepted credits.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

### **Off-Campus Internship/M.A. Program (K-8)**

The Internship/M.A. Program is an alternative graduate professional preparation program. It is unique in that the candidate is employed by a public school in a district cooperating with the university. The intern functions as a teacher while completing his/her professional preparation. For further information regarding the Internship Program, please see the Graduate Catalog, attend an information meeting, or contact the Department of Teacher Education.

### **Requirements for the Professional Clear Credential**

- A. Completion of accredited bachelor's degree
- B. Preliminary credential fulfilled
- C. Completion of 30 post-baccalaureate, education-related units (may include Teacher Education Credential course work) including:
  - 1. EDUC 500 Computer Education for Teachers
  - 2. EDUC 530 Introduction to Individual Differences
  - 3. PE 240 Health Education (including substance abuse and nutrition) plus CPR "community," "Level B," or "Level C" current certification (for infants, children, and adults)

### **Requirements for the Cross-Cultural Language and Academic Development (C.L.A.D.) Certificate**

- A. Preliminary or Professional Clear Credential requirements completed
- B. Completion of C.L.A.D. Certificate courses: EDUC 405 or EDUC 504; TEP 550 or TEP 560; EDUC 502; and EDUC 503
- C. Verified foreign language requirements
  - 1. Completion of six semester or nine quarter units in course work that emphasizes the learning of a language other than English with a grade of *C* or better from a regionally accredited college or university
  - 2. Successful completion of three years of course work in a language other than English in grades 9-12 in a public or private secondary school with an average of *B* or better, verified by an official transcript or a letter from the school
  - 3. See Teacher Education Department secretary for other options.



## Course Descriptions

### Liberal Studies/Teacher Education

#### **EDUC 300 Introduction to Teaching as a Profession, K-12 (4)**

This course provides an overview of and orientation to the role of the professional educator for those interested in teaching as a career. The emphasis is on development of professional self-awareness, including the historical, philosophical, psychological, sociological, and cultural perspectives through which the teaching profession can be viewed. Included are a variety of guest speakers who introduce different careers in education. With an earned grade of *B* or higher, students may use this course to replace EDUC 400 as a preprofessional course requirement prior to taking the professional education program courses. The course includes 15-20 hours of service learning field experience in the Teacher Assistant Program in school settings.

#### **EDUC 400 Foundations of Education, K-12 (3)**

This course focuses on the art and profession of teaching. Students study the historical, philosophical, political, and legal foundations of education in America in order to gain a greater knowledge and appreciation of the field. Review of relevant concepts and theories in psychology and human development and the application of them to the lives of students as they grow from elementary to high school and the teaching/learning conditions and dynamics in classrooms are included. Students reflect on being a teacher, extending and evaluating a personal philosophy of education, and exploring their position on major issues, concerns, and challenges in schools today and for the future. *Prerequisite: PSYC 290*

#### **EDUC 405 Diversity in the Classroom (3)**

This course focuses on the examination of the interaction of the student's cultural background with ethics, racial, religious, and gender issues, the educational setting, and wider social forces that affect traditional success and failure for students who are linguistically and culturally different. The course evaluates the role that administrators and teachers play in nurturing a spirit of multiculturalism to schools. *Meets general studies upper-division intensive writing requirement, includes service learning hours in educational settings, and is a C.L.A.D.-approved course.*

#### **EDUC 496 Senior Seminar: Education and Professional Ethics (3)**

This senior seminar course prepares students to understand and express a Christian perspective on issues critical to the education profession. Biblical and theological themes relating to education provide a base, while historical biographies and examples supply a context in which students generate a distinctively Christian response to a contemporary problem facing education. *Prerequisites: senior standing; completion of the majority of the units required for God's Word and the Christian Response; and completion of the majority of course work in the major*

#### **EDUC 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

#### **EDUC 500 Computer Education for Teachers (3)**

The areas covered in the course are basic knowledge of hardware and software, the issues that surround computer usage in American society (both today and in the future), and how to use the computer in various ways that are suitable to the grade level and/or subject area of the student. Both instructional and classroom use of computers are explored, using a wide variety of software. This course is approved by the California Commission on Teacher Credentialing to meet the computer requirements for a Clear Teaching Credential.

#### **EDUC 504 Teaching and Cultural Diversity (3)**

This course examines the interaction between students' racial, cultural, linguistic, gender, class, religious, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity.

**EDUC 530 Introduction to Individual Differences (3)**

This course orients the student to the characteristics of individuals with exceptional needs. It explores factors influencing the academic, social, and family systems to which the individual belongs. It introduces the student to the legal requirements of educating learners in the least restrictive environment, and covers the concepts of inclusion and collaboration and investigate various educational practices.

**EDUC 531 Test, Measurements, and Instructional Planning (3)**

This course is a study of the basic principles and strategies of assessment that are appropriate for students with diverse backgrounds, varying language and cognitive abilities, and special needs. Students learn to: a) administer and interpret a variety of assessment tools to assist with the identification of instructional needs; and b) effectively communicate the results of group and individual assessments to students, parents, and school/agency personnel.

**SPED 535 Counseling, Collaboration, and Consultation (3)**

This course provides the student with a systems perspective for understanding and supporting individuals with disabilities and their families as they interact with schools and community agencies. The student begins to develop an appreciation of the affective family issues related to living with an individual with a disability. Students learn effective consultative, communicative, and collaborative strategies to assist with team building, program development and joint problem solving in school and agency settings.

**SPED 536 Diagnosis of Mild to Moderate Disabilities (3)**

This course provides the student with the knowledge and skills to make discriminations about testing factors that reflect socioeconomic, cultural, and linguistic influences from those that reflect disabilities and learning deficits. The student develops skills in information gathering from a variety of formal and informal sources which assist in the development of a comprehensive profile of the individual with a disability.

**SPED 537 Theories and Interventions in Behavior Disorders (3)**

This course provides the student with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with special needs. The student examines the biological, neurological, and psychological foundations of behavior disorders, appropriate communication, and management strategies that are aligned with instructional practices. The foundations of functional analysis of behavior leading to positive behavior intervention plans are examined. Models of collaborative practices that lead to critical partnerships with students, families, educators, and agencies are investigated through skill development and self-analysis.

**TEP 410 Methods and Curriculum I, K-8 (3)**

This course offers an introductory study of the content and methods of three elementary school subject areas: mathematics, science, and physical education. *Prerequisites: MATH 110 or equivalent; and admission to the Teacher Education Program; corequisite: TEP 411*

**TEP 411 Field Experience I, K-8 (1)**

Practical field experience related to the content of the corequisite course is provided. *Corequisite: TEP 410*

**TEP 420 Secondary Teaching Strategies (3)**

Various strategies of instruction commonly used in secondary schools are explored. Students have opportunities to plan instructional experiences and evaluate their use. *Prerequisite: admission to Teacher Education Program; corequisite: TEP 421*

**TEP 421 Field Experience I, 7-12 (1)**

The course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 420*

**TEP 430 Methods and Curriculum II, K-8 (3)**

The content and methods of language arts, social studies, music, and art in the schools are examined. *Prerequisite: admission to Teacher Education Program; corequisite: TEP 431*

**TEP 431 Field Experience II, K-8 (1)**

This course offers practical field experience related to the content of the corequisite course.  
*Corequisite: TEP 430*

**TEP 440 Secondary Curriculum and Procedures (3)**

This course introduces secondary curricula, materials, and media pertinent to successful teaching. Individualized work is done with students in their subject specialization to consider the uniqueness of the student and the procedure best suited to its teaching. *Prerequisite: admission to Teacher Education Program; corequisite: TEP 441*

**TEP 441 Field Experience II, Secondary (1)**

Practical field experience related to the content of the corequisite course. *Corequisite: TEP 420*

**TEP 550 First and Second Language and Literacy, K-8 (3)**

This readings methods course affords prospective teachers opportunities to examine and experience general and specific teaching strategies and materials for developing students' receptive and expressive language skills, as well as critical-thinking skills, in all curriculum areas. Students are introduced to second-language acquisition accompanied by practice in using SDAIE and ELD teaching strategies. *This course also helps students prepare to take the RICA Exam. This is a C.L.A.D.-approved course. Prerequisite: admission to Teacher Education Program; corequisite: TEP 551*

**TEP 551 Language Acquisition Field Experience, K-8 (1)**

This course offers practical field experience related to the content of the corequisite course.  
*Corequisite: TEP 550*

**TEP 560 First and Second Language and Literacy, 7-12 (3)**

This course affords prospective teachers opportunities to examine and experience general and specific teaching strategies and materials for developing students' receptive and expressive language skills (listening, speaking, reading, and writing), as well as critical-thinking skills, in all curriculum areas. An introduction to second-language acquisition is accompanied by practice in using SDAIE and ELD strategies which form a substantial portion of class content. Students gain practical experience through enrollment in a corequisite course, TEP 561. *This is a C.L.A.D.-approved course. Prerequisite: admission to Teacher Education Program; corequisite: TEP 561*

**TEP 561 Language Acquisition Field Experience, 7-12 (1)**

This course offers practical field experience related to the content of the corequisite course.  
*Corequisite: TEP 560*

**TEP 570 Student Teaching Seminar, K-8 (3)**

In this capstone seminar, students discuss problems common to student teachers, work on individual concerns, and share information of importance to all student teachers. *Prerequisite: admission to student teaching; corequisite: TEP 571*

**TEP 571 Student Teaching, Elementary (9)**

Credit is given for a semester of full-time supervised teaching in public schools. The student is involved with all responsibilities that are normally part of a teacher's assignment. *Prerequisite: admission to student teaching; corequisite: TEP 570*

**TEP 580 Student Teaching Seminar, Secondary (3)**

In this capstone seminar, students discuss problems common to student teachers, work on individual concerns, and share information of importance to all student teachers. *Prerequisite: admission to student teaching; Corequisite: TEP 581*

**TEP 581 Student Teaching, Secondary, 7-12 (9)**

Credit is given for a semester of full-time, supervised student teaching in public schools. The student is involved with all responsibilities that are normally part of a teaching assignment.  
*Prerequisite: admission to student teaching; corequisite: TEP 580*

## Accelerated Degree in Human Development: Core Courses

### **HDEV 301 Humans and Communication (5)**

This course takes an integrated approach to developing, mastering, and assessing communication skills, including principles and practices of both spoken and written language. Emphases include group dynamics, interpersonal communication, oral presentations, the writing process, and an analysis of what elements comprise a good piece of literature whether written for children or adults. In part, the group activities are informed by, and centered around, the other major component of this course: understanding the structure of language(s).

### **HDEV 302 Humans: Self and Others (5)**

Human growth and development across the life span is explored from the integrated perspectives of psychology, physiology, and sociology. Special attention is given to those areas which impact the classroom, including personality, motivation, learning styles, cultural diversity, and physical development. A thematic approach is used to address the treatment of mental, emotional, social, and physical health practices including such topics as stress, diet, nutrition, communicable and chronic diseases, alcohol and drug abuse, lifestyles, childbirth, physical fitness, and environmental health, with an emphasis on issues impacting children and adolescents. Children's literature dealing with these subjects deepens the student's understanding.

### **HDEV 303 Humans and Computation (5)**

This course integrates fundamental mathematics concepts and relationships and computational skills required by the elementary or middle school teacher with problem-solving strategies and the use of technology. Students engage these concepts, relationships, and skills in terms of their development, mastery, and assessment. Anchored instruction and situated cognition techniques, expedited by video, laser video, and computer-based simulations, modeled during the course. The professional and assessment standards of the National Council of Teachers of Mathematics are modeled throughout this course.

### **HDEV 401 Humans and History (5)**

This course examines United States and world history using a broad interdisciplinary, thematic approach. Special emphasis is given to the United States Constitution and the evolution of government at the national, state, and local levels. Critical world issues are addressed through an examination of the role of the United States in a global community. Within each broad topic, students examine critical issues that have relevance over time, reflect on important decisions from the past, and develop understanding and meaning for present social policy and ideology. Students are expected to spend considerable time outside of class reading, reflecting, and preparing for in-class discussion and analysis, individual and cooperative group activities, and oral and written commentary on critical national and international issues facing all Americans.

### **HDEV 402 Humans and Scientific Inquiry (5)**

The curriculum content, activities, and experiences assist students in developing knowledge and skill in science content for teaching science concepts and processes emphasized in the California State Science Framework. A variety of experiential activities (occurring in the lab, in the field, and simulated through technology) provide the context for learning. Students explore the use of databases and spreadsheet for inquiry, and thematic teaching is modeled.

### **HDEV 403 Humans and the Arts (5)**

Blending the visual and performing arts, this course is designed for the prospective elementary school teacher. Consisting of the objectives, scope, and content as described in the Visual and Performing Arts Framework for California Public Schools (1996), this course integrates the four components of art education through the use of aesthetic perception, creative expression, arts heritage, and aesthetic valuing with active participation in the skills of music and movement in order to understand the components and concepts of these fine and performing arts. The integration flows into other areas such as literature, religion, mathematics, science, and history.

**HDEV 404 Humans and Ethical Behavior (5)**

This course addresses the concept of worldviews and how they are expressed through moral principles and practices. Students are encouraged to explore their own worldviews and approach an understanding of the importance of worldviews in society. A primary goal of this course is to deepen the understanding of the place of human values and virtues in one's personal life and the context of community. Included in this study is the development of an appreciation of the Scriptures and their role in moral and ethical practice. Students come to understand their opportunity to teach values and about religion as outlined in the California State Board of Education documents: Handbook on the Rights and Responsibilities of School Personnel and Students in the Areas of Providing Moral, Civic, and Ethical Education; Teaching About Religion; Promoting Responsible Attitudes and Behaviors; and Preventing and Responding to Hate and Violence.

**HDEV 405 Portfolio Assessment/Reflection (1)**

Each student maintains a portfolio which documents subject matter competence and professional growth. The portfolio contains a variety of evaluation products from selected courses in the Human Development Degree Completion Program which demonstrates the student's mastery of subject matter. Samples should also reflect thinking and writing abilities, and will serve as part of the program exit process.

## **Accelerated Degree in Human Development: English Concentration**

**ENGL 407 Composition: Theory and Practice (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in Human Development. This writing-intensive course is designed for students wanting to learn about writing and writing instruction and is of interest to students contemplating teaching on the secondary or elementary level. The course examines the theory, practice, and literature of English/language arts pedagogy, with an emphasis on composition.

**ENGL 433 Children's Literature (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in Human Development. This course examines the purpose, nature, and power of literature for children, classic as well as contemporary, particularly as it relates to the role literature plays in child development at home and school. Emphases include the nature of literature for children, evaluating and selecting books, responses to literature, understanding and experiencing the genres of literature, reading aloud and writing about literature, as well as becoming conversant with major writers and illustrators of children's literature, with special attention to multicultural literature.

**ENGL 403 Language Principles and Processes (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in Human Development. This course introduces the student to the overall nature of language. In addition, it helps students to be aware of, identify, analyze, and develop strategies for dealing with the linguistic complexities found in a diverse society. The course includes an examination of language acquisition, development, and change as well as an analysis of the technical aspects and societal impact of language use. Students study word formation (morphology), the basic sound systems (phonetics), and the grammar systems of prescriptive English in order to make learning English not only easier, but interesting, to the student in the classroom. A variety of approaches are used to explore and assess language production skills (i.e., writing, speaking, etc.).

## **Accelerated Degree in Human Development: Spanish Concentration**

### **SPAN 300 Advanced Spanish (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in Human Development. This advanced course in Spanish provides opportunities for Spanish conversation and composition to students who have already completed the elementary and intermediate levels of Spanish or their equivalent. Conducted in a seminar style, it reinforces grammatical structures through active practice while emphasizing communication skills.

### **SPAN 313 Latin American Civilization (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in Human Development. This course surveys the history and aspects of the literature, arts, geography, and institutions of Latin America from pre-Colombian time to the modern age. In addition, the course attempts to study issues embedded in the culture(s) of Latin America including, but not limited to: political, religious, and economic systems and institutions; social classes; education; family and kinship; social customs; work and leisure patterns; and language.

### **SPAN 435 Survey of Spanish Literature: Poetry and Short Story (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in Human Development. This advanced course in Spanish provides an introduction to exemplary poetry and short stories of Spanish and Spanish American authors. Many facets of the temperament and the complexity of life of Spanish-speaking peoples are revealed in the literary selections, in which humor and farce combine with irony and satire, tradition with innovation, the real with the unreal; and through it all, the course attempts to examine the spiritual and natural forces at work in common human experience.

*For a description of other courses offered by various departments, please consult that section of the catalog.*

# Department of College Student Affairs and Leadership Studies

## Faculty

*Chair and Professor: Dennis Sheridan, Ph.D.*

*Professor: David McIntire, Ed.D.*

*Associate Professor: Grace Barnes, Ph.D.*

*Assistant Professor: Carol Lundberg, Ph.D.*

## Leadership Studies

### Introduction

The undergraduate minor in leadership studies supports the mission of Azusa Pacific University to develop Christian leaders. The minor works in conjunction with most undergraduate majors in the development of leadership skills which stress communication, ethics, and an understanding of diversity. Holding Jesus as the model of servant leadership, students who have completed this minor should be better prepared to engage the world and continue their process of leadership development throughout their lives.

### Department Overview

The Department of College Student Affairs and Leadership Studies offers a unique blend of both academic and experiential learning that provides students with an effective type of learning experience for personal and professional growth.

The department provides three programs: an undergraduate minor in leadership studies, a Master of Education in College Student Affairs, and a Master of Arts in Social Science with an emphasis in Leadership Studies. Each program assists students in identifying and developing personal and professional competencies which enable them to contribute more effectively to all areas of their lives.

### Requirements for the Leadership Studies Minor

The minor in leadership studies is comprised of 24 units, 12 units from the Leadership Studies core and 12 units from a prescribed set of electives.

#### Core Requirements

**12 units**

Students in the leadership studies minor must complete all four of the following core courses for a total of 12 units:

LDRS	201	Introduction to Leadership	3
LDRS	301	Leadership in Community Settings	3
LDRS	401	Leadership Practicum	3
LDRS	474	Servant Leadership	3

**Electives****12 units**

Students in the leadership studies minor must complete one course from each of the following four areas for a total of 12 units:

**Communication (select one)****3 units**

COMM	111	Public Communication*	3
COMM	112	Oral Interpretation	3
COMM	115	Essentials of Argumentation and Debate	3
COMM	210	Introduction to Journalism	3
COMM	330	Small-Group Communication*	3

**Diversity (select one)****3 units**

GLBL	301	Anthropology for Everyday Life*	3
GLBL	305	Peoples and Places	3
GLBL	310	Intercultural Communication*	3
GLBL	315	Urban Explorations*	3
SOC	358	Human Diversity*	3

**Ethics (select one)****3 units**

CMIN	488	Topics in Urban Ministry	3
COMM	305	Media Law and Ethics	3
COMM	496	Senior Seminar: Ethics in Human Communication*	3
EDUC	496	Senior Seminar: Education and Professional Ethics*	3
ENGL	496	Senior Seminar: Ethics in the Professions*	3
PHIL	300	Ethics	3
PHIL	496	Senior Seminar: Professional Ethics*	3
PHIL	496	Senior Seminar: Social Ethics*	3
SOCW	496	Senior Seminar: Ethics in the Helping Professions*	3
UBBL	330	Life and Teachings of Jesus*	3

**Applied Leadership (select one)****3 units**

AT	469	Health Care Administration	3
BUSI	445	Human Resource Management	3
BUSI	448	Organization and Administrative Behavior	3
CMIN	486	Urban Ministry Practicum	3
COMM	420	Conflict Management*	3
COMM	430	Organizational Communication	3
COMM	440	Persuasion and Attitude Change	3
CSA	303	Career and Life Planning	3
GLBL	335	Intercultural Service-Learning Practicum	3
GLBL	350	Global Study Project	3
MKTG	350	Marketing Internship	3
MKTG	465	Strategic Marketing Management	3
REC	462	Camp Administration and Leadership Training	3

\*Meets a general studies requirement.



## Course Descriptions

### College Student Affairs

#### **CSA 101 Beginnings: Personal Development and the College Experience (1)**

This course is required of all traditional freshmen during their first semester of college. It is a one-semester course that introduces the idea of self-discovery and growth and how it can be the focus of the student's education. The goal is for the student to begin exploring how to make his/her education relevant and meaningful. Emphasis is on assisting the student in becoming aware of what learning opportunities and support are available to the student, where those resources may be found, and the rights and responsibilities of being an Azusa Pacific University student. *Meets general studies requirement for University Skills.*

#### **CSA 303 Career and Life Planning (3)**

This course helps students identify and develop their career paths. Emphasis is on identifying and developing gifts and talents, deciding on a major and career path, and undertaking a job search.

### Leadership Studies

#### **LDRS 201 Introduction to Leadership (3)**

This course introduces students to current leadership concepts and theories and explores the contributions of various leaders.

#### **LDRS 301 Leadership in Community Settings (3)**

This course enhances the individual's understanding and ability to utilize the concepts of developmental theory, small-group communication, interpersonal effectiveness, and human relations in the context of a residential community.

#### **LDRS 401 Leadership Practicum (3)**

This course enables students in various leadership positions to develop and practice skills within organizational settings. Student leaders are supervised by an advisor who provides feedback, supervision, and evaluation. Students utilize this practicum experience to integrate and document their growth in the area of leadership.

#### **LDRS 474 Servant Leadership (3)**

This course explores biblical, historical, and contemporary theories, models, and perspectives of leadership and how they relate to issues of power, authority, manipulation, influence, persuasion, and motivation; leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution; leadership efficiency focusing on visioning, goal setting, self-management, understanding of leadership styles, preferences, and the learning process; and leadership empowerment and the stewardship of human resources. The objective of the course is to encourage the discovery and utilization of one's leadership knowledge, skills, and attitudes as one influences others wherever one lives, works, and serves, with an emphasis on servant-leadership values.

*For a description of other courses offered by various departments, please consult that section of the catalog.*

# Department of Physical Education

## Faculty

*Chair and Associate Professor: Cynthia McKnight, Ph.D., ATC*

*Professor: Susan Hebel, Ed.D., ATC*

*Assistant Professors: Shawn Fluharty, Ph.D.; Gary Knecht, M.A.; Sharon Lehman, Ed.D.; Joseph Mintah, Ed.D.; Bill Odell, M.A. (Athletic Director); Sean Rochelle, Ed.D.*

*Instructors: Philip Ford, M.S., ATC; Gerry Gregory, M.S.; Christopher Schmidt, M.S., ATC; Peter Shinnick, M.A.; Philip Wolf, M.A.*

## Department Overview

The Department of Physical Education offers majors in athletic training and physical education. The physical education major's emphasis is to educate students to become physical education teachers in grades 7-12. Associated with the major are emphases in coaching and recreation. The liberal studies major also has the option to choose a concentration in physical education.

The full-time faculty members in the Department of Physical Education integrate the Christian worldview to all subject material.

## Physical Education

### Introduction

The physical education major at Azusa Pacific University develops specific intellectual, creative, occupational, and professional skills designed to help the student become a contributing professional.

### Career Opportunities

Azusa Pacific's Physical Education Program is primarily a professional degree that meets the requirements of the California Commission on Teacher Credentialing as an approved Single-Subject Program. The major consists of 61 units of concentrated curriculum and allows students a systematic method of study in which they become eligible to obtain a teaching credential through the Department of Teacher Education. For California teacher credentialing, a fifth-year program, consisting of academic work and student teaching, must be completed. Students should contact the APU Department of Teacher Education during the first semester of their junior year for advising related to the Teacher Education Program.

**Requirements for the Physical Education Major****62-63 units****Prerequisite Science Courses for the Major**

Both BIOL 101 and BIOL 115, or BIOL 250 and BIOL 251 must be taken prior to PE 325, PE 326, PE 363, PE 364, PE 366, and PE 475.

BIOL	101	Fundamentals of Biology*	4
BIOL	115	Anatomy and Physiology	4

**Physical Education Course Requirements**

Aquatics – Each student must take at least one unit of aquatics from PE 112-114:

PE	112	Fitness for Life: Beginning Swimming and Conditioning*	1
----	-----	--	---

— or —

PE	113	Lifeguard Training	2
----	-----	--------------------	---

— or —

PE	114	Water Safety Instructor ( <i>Prerequisite: PE 112</i> )	2
----	-----	---	---

PE	236	Rhythms and Dance	2
----	-----	-------------------	---

PE	238	Field Observation in Physical Education	1
----	-----	---	---

PE	241	Cycling, Combatives, and Self-Defense	1
----	-----	---------------------------------------	---

PE	242	Introduction to Fitness Principles	1
----	-----	------------------------------------	---

PE	243	Racquetball, Handball, and Badminton	1
----	-----	--------------------------------------	---

PE	244	Tennis and Golf	1
----	-----	-----------------	---

PE	245	Volleyball and Softball	1
----	-----	-------------------------	---

PE	246	Football and Track and Field	1
----	-----	------------------------------	---

PE	247	Soccer and Basketball	1
----	-----	-----------------------	---

PE	248	Introduction to Outdoor Education	1
----	-----	-----------------------------------	---

PE	249	Global, New, and Multicultural Games	1
----	-----	--------------------------------------	---

PE	320	History and Principles of Physical Education*	3
----	-----	---	---

PE	321	Organization and Administration of Physical Education, Athletics, and Recreation	3
----	-----	--	---

PE	325	Motor Development and Learning	3
----	-----	--------------------------------	---

PE	363	Physiology of Exercise	3
----	-----	------------------------	---

PE	364	Kinesiology	3
----	-----	-------------	---

PE	366	Care and Prevention of Athletic Injuries	3
----	-----	--	---

PE	406	Sociology of Sport*	3
----	-----	---------------------	---

PE	450	Physical Education in the Elementary Schools, K-6	3
----	-----	---	---

PE	451	Methods in Physical Education, 7-12	3
----	-----	-------------------------------------	---

PE	452	Adaptive Physical Education	3
----	-----	-----------------------------	---

PE	475	Tests and Measurements in Physical Education and Sports	3
----	-----	---	---

PE	478	Senior Preparation in Physical Education	2
----	-----	--	---

PSYC	330	Sports Psychology	3
------	-----	-------------------	---

EDU	300	Introduction to Teaching as a Profession	4
-----	-----	--	---

Each student must complete one coaching course from PE 433-438:

PE	433	Coaching Football	2
----	-----	-------------------	---

PE	434	Coaching Track and Field	2
----	-----	--------------------------	---

PE	435	Coaching Basketball	2
----	-----	---------------------	---

PE	436	Coaching Baseball	2
----	-----	-------------------	---

PE	437	Coaching Volleyball	2
----	-----	---------------------	---

PE	438	Coaching Soccer	2
----	-----	-----------------	---

\*Meets a general studies requirement.

## Recreation Emphasis

### Introduction

The recreation emphasis at Azusa Pacific has many professional opportunities for students. Possible opportunities include: teachers of persons with disabilities, YMCA/YWCA instructors and directors, public park and recreation leaders, camp directors, instructors, counselors, directors of religious-affiliated youth centers, leaders for Boy and Girl Scouts and Boys Clubs of America, recreation directors for private industry, employees for the National Park Service or the Armed Forces, Peace Corp volunteers, church youth pastors, outdoor education leaders, and teachers and administrators in public recreation.

Requirements for the Recreation Minor			24-26 units
PE	236	Rhythms and Dance	2
PE	321	Organization and Administration of Physical Education, Athletics, and Recreation	3
REC	330	Introduction to Recreation	3
REC	365	Methods and Programs of Recreation	3
PE	406	Sociology of Sport*	3
REC	462	Camp Administration and Leadership Training	3
REC	471	Recreation Internship	1-3
PE	478	Senior Preparation in Physical Education	2
REC	366	Leadership Skills through Wilderness Experiences	2
REC	465	Winter Practicum	2

\*Meets a general studies requirement.

### Single-Subject Credential Prerequisites

The Physical Education Major is an approved single-subject program through the CCTC. Students must, however, also obtain a teaching credential. Prerequisites for the credential may be completed during the undergraduate program. To see a list of these prerequisites, and for further information on teaching credentials, please see the information provided by the Department of Teacher Education.

### Athletic Coaching Minor 22 units

Academic majors other than physical education may complete the following courses for an athletic coaching minor. A coaching practicum or other related field experience, in cooperation with the local schools or other organizations, is required.

PE	242	Introduction to Fitness Principles	1
PE	321	Organization and Administration in Physical Education, Athletics, and Recreation	3
PE	325	Motor Development and Learning	3
PE	366	Care and Prevention of Athletic Injuries	3
PE	451	Methods in Physical Education, K-12	3
PE	474	Coaching Practicum	2
PSYC	330	Sports Psychology	3

Two of the following:

PE	433	Coaching Football	2
PE	434	Coaching Track and Field	2
PE	435	Coaching Basketball	2
PE	436	Coaching Baseball	2
PE	437	Coaching Volleyball	2
PE	438	Coaching Soccer	2

## **Athletic Training Major**

### **Introduction**

The Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Allied Health Education Programs. Athletic training is an allied health profession dedicated to the prevention, treatment, and rehabilitation of injuries to athletes and the physically active. Students studying this field at APU will not only complete course work, but will also have multiple opportunities to work with APU athletes and others in the practical application of learned skills and knowledge. Content areas include first aid and CPR, risk management, assessment and evaluation of athletic injuries/illnesses, therapeutic modalities and exercise, pharmacology, general medicine, health care administration, and research. The program is designed to be completed in four years; however, students who are intercollegiate athletes or whose time may be limited for other reasons, should anticipate five years.

### **Career Opportunities**

Athletic training provides preparation for entry-level positions at the high school, college/university, and professional sports levels, in clinical or industrial settings, or for graduate studies. The requirements of the major are consistent with the recommended standards established by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the JRC-AT. Upon completion of all aspects of the Athletic Training Education Program (ATEP), students will be eligible to sit for the National Athletic Trainers' Association Board of Certification examination.

### **Admission Requirements**

Application to the ATEP is due on December 1 of each year. The admission process is competitive and a limited number of students are accepted each year (maximum of 15). There are no guarantees of acceptance. Acceptance will be based on the following criteria:

1. Completion of the application
2. Verification of complete medical records including Hepatitis B vaccine and TB testing
3. Signed affirmation of confidentiality regarding medical information and Technical Standards form
4. Minimum of two written recommendations
5. Minimum cumulative GPA of 2.5
6. Minimum cumulative 3.0 GPA in the following with no course grade below a C: AT 101, AT 160, AT 220, and AT 240
7. Minimum 2.0 GPA in BIOL 101 and BIOL 250 with no grade below a C
8. Completion of 75 hours of observation in athletic training
9. Completion of 50 percent of Level I Athletic Training Proficiencies
10. Submission of a written essay
11. Completion of a written exam (Scores will be ranked.)
12. Personal interview
13. Fingerprint clearance

The application form and specific description of each of the above can be obtained from the Director of Athletic Training Education.

### **Transfer Students**

Transfer students must meet the same admission criteria as other students, including all applicable deadlines. (See "Admission Requirements" above.) Transfer students should plan on a minimum of three years to complete the ATEP regardless of whether they transfer with sophomore or junior status.

**Requirements for the Athletic Training Major****63 units****Foundation Classes****15 units**

AT	101	Introduction to Athletic Training	1
AT	160	Acute Care of Injury and Illness	2
AT	220	Risk Management for the Physically Active	3
AT	240	Observation in Athletic Training	1
BIOL	101	Fundamentals of Biology*	4
<b>— or —</b>			
BIOL	151	General Biology*	4
BIOL	250	Human Anatomy	4

\*Meets a general studies requirement.

**Core Courses****48 units**

AT	242	Practicum in Wrapping, Taping, and Bracing	1
AT	270	Assessment and Evaluation in Athletic Training	4
AT	340	Practicum in Athletic Injury Assessment	1
AT	342	Practicum in Therapeutic Modalities, Strength, and Flexibility	1
AT	351	Therapeutic Modalities	3
AT	352	Therapeutic Exercise	4
AT	355	Medical Conditions and Disabilities	2
AT	440	Practicum in Therapeutic Exercise and Medical Conditions	1
AT	442	Senior Capstone Practicum	3
AT	465	Pharmacology for Athletic Trainers	1
AT	469	Health Care Administration	3
AT	495	Research Methods*	4
BIOL	251	Human Physiology	4
PE	240	Health Education*	2
PE	363	Physiology of Exercise	3
PE	364	Kinesiology	3
PSYC	110	General Psychology*	3
PSYC	385	Health Psychology*	3
UNRS	260	Nutrition	2

**Athletic Training and Physical Education Double Major Option****30-31 units**

Students may choose to double major with athletic training and physical education. This is an especially good option for those seeking positions at the high school or middle school levels. In order to accomplish this, students must complete the entire athletic training program listed above, the physical education requirements listed below, and a minimum of 156 total units. The teaching credential requirements for those with a double major are the same as those with the physical education major alone.

PE	111, 112, or 113	Fitness for Life: Beginning Swimming and Conditioning*, Racquetball*, or Lifeguard Training*	1-2
PE	236	Rhythms and Dance	2
PE	238	Field Observation in Physical Education	1
PE	241	Cycling, Combative, and Self-Defense	1
PE	242	Introduction to Fitness Principles	1

PE	243	Racquetball, Handball, and Badminton	1
PE	244	Tennis and Golf	1
PE	245	Volleyball and Softball	1
PE	246	Football and Track and Field	1
PE	247	Basketball and Soccer	1
PE	248	Introduction to Outdoor Education and Camping	1
PE	249	Global, New, and Multicultural Games	1
PE	320	History and Principles of Physical Education*	3
PE	325	Motor Development and Learning	3
PE	451	Methods in Physical Education, 7-12	3
PE	475	Tests and Measurements in Physical Education and Sports	3
PE	478	Senior Preparation in Physical Education	2
EDU	300	Introduction to Teaching as a Profession	4

\*Meets a general studies requirement.

## Course Descriptions

**F=Fall, S=Spring, SU=Summer**

### Physical Education

#### **PE 100 General Physical Education: Cheerleading (1) (F, S)**

This course emphasizes conditioning and development of skills in a practical setting.

#### **PE 101 Leisure Time Preparation: Badminton (1) (F, S)**

Students study the individual's physical fitness and recreational needs. Development of skills related to fitness through badminton is combined in the class plan.

#### **PE 102 Leisure Time Preparation: Golf (1) (F, S)**

Students study golf as a lifetime recreational activity.

#### **PE 103 Leisure Time Preparation: Volleyball (1) (F, S)**

Students study the individual's recreational needs through the development of skills related to volleyball. This class may also be taught on grass.

#### **PE 104 Leisure Time Preparation: Tennis (1) (F, S)**

Students study the individual's recreational needs through the development of skills related to tennis.

#### **PE 105 Outdoor Experience: Camping (1) (F, S)**

Students study the camping programs available to the public today and survey equipment, sites, and educational opportunities. Practical experience includes two weekend camping expeditions. *Lab fee applies.*

#### **PE 108 Fitness for Life: Walking/Jogging (1) (F, S)**

This course teaches the fitness-for-life concept through walking and jogging.

#### **PE 109 Fitness for Life: Cycling (1) (F, S)**

This course emphasizes fitness through cycling. The student is instructed in bicycle care, repair, and safety rules. Much time is spent in practical travel lab experience.

#### **PE 110 Fitness for Life: Basketball (1) (F, S)**

This course teaches the fitness-for-life concept through basketball. This course is not open to students participating in intercollegiate basketball.

#### **PE 111 Fitness for Life: Racquetball (1) (F, S)**

This course teaches the fitness-for-life concept through racquetball.

#### **PE 112 Fitness for Life: Beginning Swimming and Conditioning (1) (F, S)**

This course teaches the fitness-for-life concept through swimming.

**PE 113 Lifeguard Training (2) (F, S)**

This is a certified, advanced life-saving course of the American Red Cross.

**PE 114 Water Safety Instructors (WSI) Course (2) (S)**

This is a certified WSI course of the American Red Cross.

**PE 116 Fitness for Life: Weight Training (1) (F, S)**

The course teaches the fitness-for-life concept through weight training. Different sections are offered for athletes and non-athletes.

**PE 117 Fitness for Life: Aerobics (1) (F, S)**

This course teaches the fitness-for-life concept through aerobic conditioning.

**PE 118 Fitness for Life: Triathlon (1) (F, S)**

This course emphasizes fitness through swimming, cycling, and running. The goal at the end of the course is for students to be able to participate in mini-triathlons, or simply to increase their fitness level.

**PE 119 Fitness for Life: Golf/Tennis (1) (S)**

This activity course is designed to enhance physical fitness and increase the level of enjoyment through the games of golf and tennis. Learning the fundamentals and rules of these sports, each student will find gratification and will acquire the value of lifelong fitness through learning to play golf and tennis.

**PE 120 Fitness for Life: Adaptive (1) (S)**

This course is designed to teach students the fitness-for-life concept within the parameters of their physical disabilities. Programs will be individualized for each student. *Prerequisites: A verification of disability from the Learning Enrichment Center, which includes a description of the disability and ability level and physician's statement, and permission of the Department Chair.*

**PE 236 Rhythms and Dance (2) (F, S)**

Students study basic movement and dance in physical education. The course explores the concepts of movement and motor learning and includes basic rhythms, simple folk dances, and elementary gymnastics.

**PE 238 Field Observation in Physical Education (1) (F, S)**

This course places the undergraduate student in schools to observe physical education classes. The course is to be completed by the student's sophomore year.

**PE 240 Health Education (2) (F, S, SU)**

This course focuses on the development of the whole-person concept which includes the mental, emotional, social, and physical health practices. This integration includes study of such topics as stress, diet, nutrition, communicable and chronic diseases, alcohol and drug abuse, lifestyles, childbirth, physical fitness, and environmental health. *Meets the general studies requirement for University Skills, to be taken concurrently with a Fitness for Life or varsity sport course.*

**PE 241 Cycling, Combatives, and Self-Defense (1) (F)**

This course provides knowledge and skill development in the areas of cycling, elementary combatives, and basic self-defense.

**PE 242 Introduction to Fitness Principles (1) (S)**

The course provides all major candidates with the ability, knowledge, and resources necessary to implement and manage a physical conditioning curriculum at the public school level. Students not only gather research and documentation, but also explore the subject matter through actual experience.

**PE 243 Racquetball, Handball and Badminton (1) (F)**

This course provides knowledge and skill development in three sports for the physical education major. Upon completion, the student is able to teach and demonstrate racquetball, handball, and badminton.



**PE 244 Tennis and Golf (1) (S)**

The course gives primary attention to the skills development of tennis and golf. Students are exposed to all the basic skills, techniques, and rules, providing a strong foundation for the preparation of a physical education curriculum in these two activities. Each sport is emphasized for one half of the semester.

**PE 245 Volleyball and Softball (1) (F)**

This course analyzes the instructional process of teaching volleyball and softball skills. Basic skills, rules, strategies, and teamwork are developed from beginning to intermediate to advanced stages. Each sport is emphasized for one half of the semester.

**PE 246 Football and Track and Field (1) (S)**

This course provides instruction and skill development in the fundamentals of football and track and field. Physical education majors learn by practicing specific skills in order to teach and demonstrate these sports. Each sport is emphasized for one half of the semester.

**PE 247 Soccer and Basketball (1) (F)**

This course develops proficiency of basic skills, rules, and strategies in basketball and soccer. Each sport is emphasized for one half of the semester.

**PE 248 Introduction to Outdoor Education/Camping (1) (F, S)**

This course introduces the student to the environment through outdoor education study and camping. Environmental issues, awareness, and the basic skills of camping and outdoor education are emphasized.

**PE 249 Global, New, and Multicultural Games (1) (F, S)**

This course provides the student with the opportunity to acquire theoretical knowledge, skills, and resources of global and nontraditional games.

**PE 301 Varsity Baseball: Men (1)**

By playing the game, students participate at the highest level of competition and adhere to recreational, social, and fundamental standards. Theory of varsity baseball for intercollegiate competition only is presented. (*varsity athletes only*)

**PE 302 Varsity and Junior Varsity Basketball: Men (1)**

Students receive advanced instruction and intensive training in the fundamentals of basketball. Individual and team play, strategy, and offensive and defensive formations are utilized in men's intercollegiate basketball. (*varsity and junior varsity athletes only*)

**PE 303 Varsity Track and Field: Men and Women (1)**

Students train and workout two hours daily in various track and field events and compete in intercollegiate track and field meets. (*varsity athletes only*)

**PE 304 Varsity Cross Country: Men and Women (1)**

Students receive instruction, practice, and training in distance running for intercollegiate competition. (*varsity athletes only*)

**PE 305 Varsity Tennis: Men and Women (1)**

Students are instructed in the mechanics of the game to suit the individual. Supervised practice, lectures, and intercollegiate competition are included. (*varsity athletes only*)

**PE 307 Varsity Football: Men (1)**

Conditioning and training are practiced in all phases of modern football. Students view pictures, study plays, and participate in chalk talks, examination of team plays, and intercollegiate competition. (*varsity athletes only*)

**PE 308 Varsity Basketball: Women (1)**

Advanced instruction and intensive training in the fundamentals of basketball are offered. Individual and team play, strategy, and offensive and defensive formations are utilized in intercollegiate competition. (*varsity athletes only*)

**PE 309 Varsity Volleyball: Women (1)**

Students participate in intercollegiate competition with intense instruction in fundamentals, theory, and practice of the strategies of offensive and defensive play. (*varsity athletes only*)

**PE 310 Varsity Soccer: Men (1)**

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition. (*varsity athletes only*)

**PE 311 Varsity Soccer: Women (1)**

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition. (*varsity athletes only*)

**PE 312 Varsity Softball: Women (1)**

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition. (*varsity athletes only*)

**PE 320 History and Principles of Physical Education (3) (F)**

The historical and philosophical development of physical education and sport is studied. This course includes discussion of current theories, philosophies, and practices in the profession. The California Framework for Physical Education is examined. *Meets the general studies upper-division writing intensive course requirement.*

**PE 321 Organization and Administration of Physical Education, Athletics, and Recreation (3) (S)**

The basic principles of organization, administration, and supervision are stressed with emphasis on topics such as staffing, budget, program organization, purchasing, and management in the individual areas of physical education, athletics, and recreation.

**PE 325 Motor Learning (3) (F)**

This course is designed to teach motor learning theories and to provide the necessary skills to apply these theories when teaching motor skills. This course will also include the study of locomotor and non-locomotor patterns, manipulative, rhythmical movement patterns and skill development, as they relate to motor learning. These fundamental principles will be analyzed in terms of teaching elementary school children. Required for Physical Education majors and Liberal Studies majors with a Physical Education concentration. *Prerequisites: BIOL 115, or BIOL 250 and BIOL 251*

**PE 363 Physiology of Exercise (3) (F)**

Students study the effects of exercise on the circulatory and respiratory systems. Analysis is made of these systems and how to achieve maximum efficiency during physical performance. *Prerequisites: BIOL 115, or BIOL 250 and BIOL 251*

**PE 364 Kinesiology (3) (F, S)**

The structural and functional mechanics of movement through an in-depth study of kinesiological, corrective, and adaptive principles are analyzed. Techniques of postural evaluation, muscle testing, therapeutic exercises, and fundamentals of body mechanics are coupled with kinesiological principles for the detection and correction of basic neuromusculoskeletal anomalies. *Prerequisite: BIOL 115, or BIOL 250 and BIOL 251*

**PE 366 Care and Prevention of Athletic Injuries (3) (F)**

This course presents the methods used in the recognition, evaluation, and care of athletic injuries. Techniques in taping, prevention, and rehabilitation of injuries are studied. *Prerequisite: BIOL 115, or BIOL 250 and BIOL 251*

**PE 406 Sociological and Psychological Aspects of Physical Activity and Sport (3) (S)**

Students will explore the sociological and the psychological issues related to physical activity and sport. Special emphasis will be on the study of sport in North America and its implications within American society. Topics of study will include motivation, goal setting, burnout, anxiety and arousal, aggression and ethics as related to physical activity and sport.

**PE 423 School Health Education (3)**

Health issues that the classroom teacher will face are studied. Proper cooperation with medical services, provision of healthful classroom environment, and methods of health instruction are explored.

**PE 433 Techniques of Coaching Team Sports: Football (2) (S)**

The theory, fundamentals, strategies, and techniques of coaching football are studied.

**PE 434 Techniques of Coaching Team Sports: Track and Field (2) (S)**

The theory, fundamentals, strategies, and techniques of coaching track and field are studied.

**PE 435 Techniques of Coaching Team Sports: Basketball (2) (F)**

The theory, fundamentals, strategies, and techniques of coaching basketball are studied.

**PE 436 Techniques of Coaching Team Sports: Baseball (2) (F)**

The theory, fundamentals, strategies, and techniques of coaching baseball are studied.

**PE 437 Techniques of Coaching Team Sports: Volleyball (2) (F)**

The theory, fundamentals, strategies, and techniques of coaching volleyball are studied.

**PE 438 Techniques of Coaching Team Sports: Soccer (2) (S)**

The theory, fundamentals, strategies, and techniques of coaching soccer are studied.

**PE 450 Physical Education in Elementary Schools, K-6 (3) (F, S, SU)**

This course offers an analysis of the content in elementary physical education. Basic skill movements used in developmental games and gymnastics are taught. *Prerequisite: EDU 300 or permission of instructor*

**PE 451 Methods in Physical Education, 7-12 (3) (S)**

This course provides a classroom and simulated practical teaching experience for the prospective physical educator. Emphasis is on the development of a viable teaching style utilizing a variety of contemporary methods. *Prerequisite: EDU 300 or permission of instructor*

**PE 452 Adapted Physical Education (3)**

This is an introductory course designed for prospective physical education teachers for the purpose of understanding public laws and developing and modifying programs for the developmentally disabled.

**PE 472 Advanced Strength and Conditioning (3)**

This course looks at biomechanical and kinesiological factors that are important in understanding the function and proper techniques for execution of a wide variety of standard and advanced weight training exercises. This course examines the physiological bases for strength training and adaptations caused by different training regimes. This course helps in preparation for the professional examination in the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist Exam. *Prerequisites: BIOL 101 and either BIOL 250 or BIOL 115*

**PE 473 ACSM Health/Fitness Instructor's Course (3) (S)**

This course presents the American College of Sports Medicine (ACSM) Guidelines for Exercise and Test Prescription for Health/Fitness Instructor (HFI). This course is designed to help prepare students for ACSM certification as an HFI. The HFI provides leadership in fitness assessment and exercise programming of a preventive nature for apparently healthy populations and individuals with controlled disease in corporate, commercial, and community settings. The HFI is skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion. *Prerequisite(s) BIOL 101, BIOL 250 or BIOL 115, PE 363*

**PE 474 Practicum in Coaching (2) (F, S)**

Students study the application of theory and methods in an actual coaching situation. Supervision and evaluation are conducted by the coaching staff of the cooperating schools. The experience lasts the duration of the selected sport's season.

**PE 475 Tests and Measurements in Physical Education and Sports (3) (S)**

This course analyzes the measurements of motor behavior and evaluation of physical skills performance. Effectiveness of the program in physical education and exercise science is examined. Basic concepts of statistics are taught along with the introduction of computers as tools to be used in the professional arena.

**PE 478 Senior Preparation in Physical Education (2) (F, S)**

This course is designed as a culminating seminar for graduating seniors to discuss, plan, and implement strategies for future professional advancement. Current professional issues, growth, and future trends are examined.

**PE 495 Applied Physical Education (1-3) (F, S)**

The course helps prospective physical education teachers obtain a professionally guided experience benefiting them in primary and secondary schools. This course is open to seniors only with the department chair's approval.

**PE 496 Senior Seminar (3) (F, S)**

This course is designed to facilitate the integration of Christian faith and values with careers in physical education and sport. Biblical and theological themes relating to education and sport will provide the basis for discussion of ethical dilemmas facing professionals in these, and related, professions. Students will be challenged to develop personal strategies and philosophies for responding to ethical issues in their chosen careers. *Prerequisites: Senior standing, completion of the majority of the units required for God's Word and the Christian Response, completion of the majority of course work in the major*

**PE 497 Readings (1-4) (F, S, SU)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time faculty member.

**PE 498 Directed Research (1-4) (F, S)**

This course provides instruction in research design and technique, and gives students experience in the research process. Each one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

**PE 499 Thesis/Project (1-4) (F, S)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement.

*Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

## Athletic Training

**AT 101 Introduction to Athletic Training (1)**

This course introduces the student to the profession of athletic training by reviewing its history and defining the roles and responsibilities of the athletic trainer. Students learn about the National Athletic Trainers' Association and career opportunities in the field. A discussion of the Azusa Pacific University athletic training curriculum is included with the goals, objectives, and requirements of the program as well as the expectations of student athletic trainers.

**AT 160 Acute Care of Injury and Illness (2)**

This course follows the basic guidelines for the American Red Cross course Community Health and Safety. Included are adult, child, and infant CPR and standard first aid as well as CPR for the professional rescuer. Students may receive American Red Cross certifications upon successful completion of the course.

**AT 220 Risk Management for the Physically Active (3)**

This course teaches students the basic principles of risk management for the physically active. Specific emphasis is placed on the areas of conditioning, equipment fitting, and environmental risk factors. The student also becomes familiar with common medical terminology, injury mechanisms, common injuries and injury treatment, and factors predisposing individuals to injury.

**AT 240 Observation in Athletic Training (1)**

This course introduces students interested in athletic training to the practical aspects of the profession. Students are assigned to clinical rotations where they have the opportunity to observe practicing athletic trainers. Students are also instructed on the day-to-day operation of an athletic training facility, including basic record keeping and maintenance of a health care facility.

**AT 242 Practicum in Wrapping, Taping and Bracing (1)**

This course is designed for sophomore students in the athletic training program. Students learn athletic taping and bracing techniques. Students are also assigned to clinical instructors who directly supervise the students as they are working in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they will be given increased responsibility in working directly with the athletes/clients. *Prerequisite: Acceptance in the Athletic Training Education Program*

**AT 270 Assessment and Evaluation in Athletic Training (4)**

This course includes an in-depth inquiry into the anatomical and physiological process associated with the occurrence of injuries to athletes and the physically active. By recognizing the signs and symptoms and then interpreting results of special tests, the student develops techniques and methods with which to accurately evaluate and determine the extent of injury sustained. Laboratory experiences are used to supplement classroom instruction. *Prerequisites: AT 220 and BIOL 250, acceptance to the Athletic Training Program or permission of the instructor*

**AT 340 Practicum in Athletic Injury Assessment (1)**

This course is designed for junior-level students in the athletic training program. Students are assigned to clinical instructors who directly supervise the students as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they will be given increased responsibility in working directly with the athletes/clients. In addition to the responsibilities of Observation II, students may begin performing athletic injury assessments. *Prerequisite: AT 270*

**AT 342 Practicum in Therapeutic Modalities, Strength and Flexibility (1)**

This course is designed for junior-level students in the athletic training program. Students are assigned to a certified athletic trainer/clinical instructor who directly supervises the students as they work with the intercollegiate teams at APU. As students display competence in the proficiencies in athletic training, they are given increased responsibility in working directly with the athletes. In addition to the responsibilities of AT 340, students may begin working with therapeutic modalities. *Prerequisites: AT 270, AT 351 and AT 340*

**AT 351 Therapeutic Modalities (3)**

This course focuses on the theory and operation of various therapeutic modalities which are used in the treatment of injuries to the physically active. Included are hydrotherapy, electrotherapy, thermotherapy, cryotherapy, therapeutic massage, and other manual and mechanical techniques. A laboratory component is included.

**AT 352 Therapeutic Exercise (4)**

This course focuses on the theory and operation of various contemporary methods of therapeutic exercise in the rehabilitation of injuries to the physically active. The student is introduced to manual as well as mechanical testing and other primary components of comprehensive rehabilitation designs and implementation, including determining therapeutic goals, progress, and ability to return to athletic participation. A laboratory component is included. *Prerequisite: AT 270*

**AT 355 Medical Conditions and Disabilities (2)**

This course covers the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of athletes and others involved in physical activity. *Prerequisites: BIOL 250 and BIOL 251*

**AT 440 Practicum in Therapeutic Exercise and Medical Conditions (1)**

This course is designed for senior-level students in the athletic training major. Students are assigned to clinical instructors who directly supervises the students as they are working in athletic training settings. As students display competence in the proficiencies in athletic training, they are given increased responsibility in working directly with the athletes/clients. In addition to the responsibilities of Practicum II, students may begin working with therapeutic exercise and assessment of medical conditions. *Prerequisites: AT 352 and AT 355*

**AT 442 Senior Capstone Practicum (3)**

This course is designed for senior-level students in the athletic training major. Students are challenged in this course to apply knowledge gained from previous course work and clinical experiences. Discussion emphasis is placed on the knowledge and skills necessary to perform as an entry-level certified athletic trainer. In addition professional preparation skills will be taught including resume preparation and interview skills. Students are assigned to clinical instructors, who directly supervise the students as they work in athletic training settings. As students display competence in the proficiencies in athletic training, they are given increased responsibility in working directly with the athletes/clients. *Prerequisites: Senior status in the Athletic Education Program*

**AT 444 General Practicum in Athletic Training (1 or 3)**

This course is designed for fifth-year seniors in the Athletic Training Education Program. Students are assigned to a certified athletic trainer/clinical instructor who directly supervises students as they work with the intercollegiate teams at Azusa Pacific University, or through assignments at off-campus sites. Students are allowed to work directly with the athletes/clients in providing comprehensive health care. Students are given more responsibility as they show proficiency in the competencies in athletic training. *Prerequisites: acceptance into the Athletic Training Education Program and program director's permission*

**AT 465 Pharmacology for Athletic Trainers (1)**

In this course, pharmacology is studied as it relates to the field of athletic training. Included are the indications, contraindications, precautions, and interactions of medications, and the governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity. *Prerequisites: AT 270, AT 355, BIOL 250, and BIOL 251*

**AT 469 Health Care Administration (3)**

This course addresses the organizational and administrative aspects of health care to the physically active. Students study such issues as medical record keeping, facility design and maintenance, leadership strategies, insurance issues, public relations, and legal and ethical issues related to health care.

**AT 495 Research Methods (4)**

The focus of the course is on the critical reading of athletic training and sports medicine literature, the interpretation of research, and the analysis of research methodology appropriate in the field. This course is designed to enhance students' abilities to be consumers of research information, participants in the research process, and communicators of research results. Students are required to conduct a research project and write a comprehensive research report, including introduction, literature review, methods, results, discussion, and conclusions. Discussions also focus on current knowledge and future trends in athletic training and sports medicine, as seen in the literature. *Meets the general studies upper-division writing intensive course requirement.*

**AT 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

**AT 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

**AT 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement.

*Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

## Recreation

### **REC 330 Introduction to Recreation (3)**

Students study the broad field of recreation, including history, organization, and recreation theory. A view of public and private agencies, current problems, and trends is thoroughly investigated.

### **REC 365 Methods and Programs in Recreation Activities (3)**

Program organization, development, and implementation are taught. Both public and private programs are discussed.

### **REC 366 Leadership Skills through Wilderness Experiences (2)**

This course is designed to teach the fundamentals of beginning mountaineering. The student experiences leadership principles through rock climbing, camping, and skills related to outdoor recreation

### **REC 462 Camp Administration and Leadership Training (3)**

This course addresses the practical administration of day, summer, and extended camps in urban and outdoor settings. It emphasizes a comprehensive leadership program that includes the understanding of self, group, and community.

### **REC 465 Winter Practicum (2)**

This course includes reading and skill development in cross-country skiing, snow shoeing, snow and ice techniques, and basic winter mountaineering. Avalanche precautions are reviewed and studied.

### **REC 471 Recreation Internship (3)**

Arranged with the professor, this course covers at least a 12-week period in which the student, Azusa Pacific University, and a recreation agency cooperate in a work-study arrangement. This is an unpaid arrangement for the purpose of working in the agency structure, meeting with and relating to the public at the agency level, learning office and job procedures, and evaluating students' skills in recreational and occupational areas.

### **REC 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student, of upper-division standing and a full-time professor.

*For a description of other courses offered by various departments, please consult that section of the catalog.*

# Department of Psychology

## Faculty

*Chair and Professor: Brian Eck, Ph.D.*

*Professor: Thomas Malcolm, Ph.D.*

*Associate Professor: Stephanie Juillerat, Ph.D.*

*Assistant Professors: Curtis C. Hsia, Ph.D.; Joan Laidig, Ph.D.; Alan Oda, Ph.D.; Charity Plaxton-Hennings, Psy.D., M.P.H., P.P.S.*

## Department Overview

The Department of Psychology at Azusa Pacific University assists students in developing the skills necessary for the observation, understanding, and analysis of human behavior. Study in psychology provides a foundational background for a broad variety of careers in which the understanding of human behavior and social processes is useful.

In their study of psychology, students are encouraged to engage in personal exploration and development within the spirit of community. Students gain a greater awareness of their strengths, skills, and areas for personal, intellectual, and spiritual growth.

Each faculty member is a committed Christian with an interest in the individual student. As a department, the faculty are committed to preparing students for a wide range of post-baccalaureate work in psychology and related disciplines, and helping students discuss and reflect upon the relationship of psychology and their Christian faith.

Programs and activities associated with psychology are planned by the faculty, Psi Chi, and the Psychology Club at various times during the year. These activities include field trips, the monthly meeting of the Christian Association for Psychological Studies, in which students interact with area Christian psychology professionals, as well as informal gatherings where Psychology majors receive support and information to help them successfully navigate their program requirements, meet other students, and understand career opportunities.



## Career Opportunities

Graduates with a bachelor's degree in psychology have a foundational background for a broad variety of careers in business and human services. These include entry-level jobs in mental health and community service agencies or human resources. For advanced work such as testing, counseling, or consulting, a master's degree is generally the minimum requirement. Psychologists with doctoral degrees qualify for more advanced counseling, research, and teaching positions. Psychology majors with advanced degrees may pursue careers in educational, developmental, child, family, health, sports, industrial/organizational, ministry, and experimental psychology. They may also pursue licensure as clinical, counseling, school psychologists, and marriage and family therapists. For students interested in earning an advanced degree, Azusa Pacific University offers a Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy, and a Doctor of Psychology in Clinical Psychology with an emphasis in Family Psychology.

## Requirements for the Psychology Major

**46 units**

The core requirements of the psychology major provide students with a grounding in the primary areas of the discipline and an understanding of the basics of human behavior.

Students must maintain a C- grade in all courses required for the major or the minor. Students must achieve an average GPA of 2.5 in the courses counted for the psychology major or minor.

### Core Requirements

**28 units**

#### Understanding the field of psychology

PSYC	110	General Psychology*	3
PSYC	340	History of Psychology	3

#### Understanding human behavior

PSYC	225	Personal and Social Adjustment*	3
PSYC	290	Human Growth and Development*	3
PSYC	360	Abnormal Psychology	3
PSYC	380	Psychology of Personality	3
PSYC	425	Social Psychology	3

#### Understanding the basics of psychological research

PSYC	350	Applied Statistics	3
PSYC	362	Research Methods in Psychology*	4

\*Meets a general studies requirement.

## Requirements for Psychology Concentrations

**18-21 units**

Beyond core requirements, students complete the major requirements by choosing a concentration. Based on a student's primary interests, the choice of a concentration enables the student to begin to prepare for post-baccalaureate work in psychology. Concentrations should be declared in the spring semester of the sophomore year.

The department offers eight concentrations to assist students in preparing for careers in psychology.



Students seeking further information on careers which correspond to the concentrations offered by the department should contact the appropriate division of the American Psychological Association (APA). The division identified with each concentration represents professionals working in that sub-specialty of the field of psychology.

### **Counseling Psychology**

Division 12, Society of Clinical Psychology

Division 17, Counseling Psychology

Division 29, Psychotherapy

### **Family and Child**

Division 43, Family Psychology

### **Health Psychology**

Division 38, Health Psychology

### **Industrial/Organizational Psychology**

Division 14, Society for Industrial and Organizational Psychology

### **Psychology and Ministry**

Division 36, Psychology of Religion

### **Psychological Sciences**

Division 3, Experimental Psychology

### **Sports Psychology**

Division 49, Exercise and Sport Psychology

**Counseling Psychology Concentration****18 units**

The counseling psychology concentration is directed toward students who have an interest in developing a background in foundational counseling theories, skills, and methods. This concentration prepares students for advanced study leading to positions in clinical or counseling psychology, social agencies, or church-based counseling ministries.

**Required Courses** **18 units**

PSYC	390	Cognition	3
<b>— or —</b>			
PSYC	405	Psychology of Learning	3
PSYC	415	Group Process	3
PSYC	445	Psychology of Family	3
PSYC	450	Counseling	3
PSYC	455	Behavioral Science Practicum	3
PSYC	480	Psychological Testing and Measurement	3

**Recommended Courses** **21 units**

COMM	420	Conflict Management	3
PSYC	430	Intervention Strategies for Children	3
PSYC	435	Psychology and Christianity: Integration Seminar	3
PSYC	440	Psychology of Religion*	3
PSYC	460	Behavior Science Practicum II	3
PSYC	485	Stress and Coping	3
SOC	358	Human Diversity	3

\*Meets a general studies requirement.

**Family and Child Concentration****18 units**

The family and child concentration provides background in the process of child and family development and the related issues of prevention and treatment. This concentration is directed toward students who are preparing for bachelor's-level work with children and families and/or graduate study.

**Required Courses** **18 units**

PSYC	345	Psychology of Child and Adolescent Development	3
PSYC	355	Psychology of Adult Development	3
PSYC	410	Psychology of the Exceptional Child	3
PSYC	430	Intervention Strategies for Children	3
<b>— or —</b>			
PSYC	450	Counseling	3
PSYC	445	Psychology of Family	3
PSYC	455	Behavioral Science Practicum	3

**Recommended Courses** **30 units**

ENGL	433	Children's Literature*	3
PSYC	355	Adult Development	3
PSYC	390	Cognition	3
PSYC	440	Psychology of Religion	3
PSYC	462	Advanced Statistics/Research Methods	3
PSYC	470	Physiological Psychology	3
SOC	230	Comparative Family Systems*	3
SOC	358	Human Diversity	3
SOCW	310	Human Behavior and the Social Environment I	3
SOCW	311	Human Behavior and the Social Environment II	3

\*Meets a general studies requirement.

**General Psychology Concentration****18 units**

The general psychology concentration is directed toward students who desire training in the field of psychology, but because of their unique career interests, goals, or life needs, are best served by selecting courses throughout the concentrations.

Required Courses

18 units

Any six upper-division electives offered by the department

**Health Psychology Concentration****18 units**

The health psychology concentration increases the student's understanding of the field and prepares him/her for advanced study in this area of psychology. This emphasis involves understanding the psychological aspects related to promoting health behavior and how psychological principles can be applied to the treatment and prevention of illness.

Required Courses

18 units

PSYC	345	Psychology of Child and Adolescent Development	3
------	-----	--	---

— or —

PSYC	355	Psychology of Adult Development	3
------	-----	---------------------------------	---

PSYC	385	Health Psychology	3
------	-----	-------------------	---

PSYC	390	Cognition	3
------	-----	-----------	---

— or —

PSYC	405	Psychology of Learning	3
------	-----	------------------------	---

PSYC	450	Counseling	3
------	-----	------------	---

PSYC	470	Physiological Psychology	3
------	-----	--------------------------	---

PSYC	485	Stress and Coping	3
------	-----	-------------------	---

Recommended Courses

23 units

BIOL	115	Anatomy and Physiology	4
------	-----	------------------------	---

BIOL	326	Neurobiology	4
------	-----	--------------	---

BIOL	330	Gender Differences*	3
------	-----	---------------------	---

PSYC	440	Psychology of Religion*	3
------	-----	-------------------------	---

PSYC	455	Practicum	3
------	-----	-----------	---

PSYC	480	Tests and Measurements	3
------	-----	------------------------	---

SOCW	415	Addictions: Assessment and Intervention	3
------	-----	---	---

**Industrial/Organizational Psychology Concentration****18 units**

The industrial/organizational psychology concentration is directed toward students who have an interest in applying the knowledge and methods of psychology to business and organizational settings.

Required Courses

18 units

PSYC	355	Psychology of Adult Development	3
------	-----	---------------------------------	---

PSYC	370	Industrial/Organizational Psychology	3
------	-----	--------------------------------------	---

PSYC	415	Group Process	3
------	-----	---------------	---

PSYC	480	Psychological Testing and Measurement	3
------	-----	---------------------------------------	---

Two of the following:

BUSI	340	Principles of Organization and Management	3
------	-----	---	---

BUSI	445	Human Resource Development	3
------	-----	----------------------------	---

BUSI	448	Organization and Administrative Behavior	3
------	-----	--	---

MKTG	362	Consumer Behavior*	3
------	-----	--------------------	---

Recommended Courses			18 units
BUSI	360	Principles of Marketing	3
COMM	200	Understanding Mass Communication	3
COMM	320	Interpersonal Communication	3
COMM	330	Small-Group Communication*	3
GLBL	310	Intercultural Communication	3
PSYC	455	Practicum	3

\*Meets a general studies requirement.

### **Psychology and Ministry Concentration** **18 units**

The psychology and ministry concentration is directed toward students who are interested in applying the methods and principles of psychology to church- and ministry-related settings.

Required Courses			18 units
PSYC	415	Group Process	3
— or —			
PSYC	450	Counseling	3
PSYC	435	Psychology and Christianity: Integration Seminar	3
PSYC	440	Psychology of Religion*	3
PSYC	445	Psychology of Family	3

Two of the following:

CMIN	336	Christian Family Life	3
CMIN	428	Church and Society	3
CMIN	466	Adult Development and Spiritual Formation	3

— or —

Two courses in psychology from the "Focus on the Family Institute"

Recommended Courses			15 units
COMM	320	Interpersonal Communication	3
COMM	330	Small-Group Communication*	3
PHIL	340	Concepts of Human Nature*	3
THEO	363	Contemporary Christian Thought*	3
THEO	422	Individual and Society	3

\*Meets a general studies requirement.

### **Psychological Sciences Concentration** **18 units**

The psychological sciences concentration is directed toward students who have an interest in pursuing graduate studies in psychology. Students develop the skills and background necessary for producing and evaluating psychological research and applying research methodologies.

Required Courses			18 units
PSYC	462	Advanced Research and Statistical Methods	3
PSYC	475	Research Practicum	3
PSYC	480	Psychological Testing and Measurement	3
Any 3 of the following 5 courses			
PSYC	345	Psychology of Child and Adolescent Development	3
PSYC	385	Health Psychology	3
PSYC	390	Cognition	3
PSYC	405	Learning	3
PSYC	470	Physiological Psychology	3



Recommended Courses			9 units
PSYC	440	Psychology of Religion*	3
PSYC	355	Psychology of Adult Development	3
PSYC	435	Psychology and Christianity	3

\*Meets a general studies requirement.

**Sports Psychology Concentration 18 units**

The sports psychology concentration increases the student's understanding of the field and prepares him/her for advanced study in this area of psychology. This emphasis involves the study and understanding of the psychological factors associated with performance in sports and other types of physical activity.

Required Courses			18 units
PSYC	330	Sports Psychology	3
PSYC	345	Psychology of Child and Adolescent Development	3
— or —			
PSYC	355	Psychology of Adult Development	3
PSYC	385	Health Psychology	3
— or —			
PSYC	415	Group Process	3
PSYC	450	Counseling	3
PSYC	485	Stress and Coping	3

Recommended Courses			24 units
BIOL	115	Anatomy and Physiology	4
BIOL	330	Gender Differences*	3
PE	325	Motor Learning	3
PE	363	Physiology of Exercise	3
PE	364	Kinesiology	3
PE	406	Sociology of Sport	3
PE	474	Practicum in Coaching	2
PSYC	480	Psychological Test and Measurement	3

\*Meets a general studies requirement.

## Requirements for the Psychology Minor 21 units

PSYC	110	General Psychology*	3
PSYC	225	Personal and Social Adjustment*	3
PSYC	290	Human Growth and Development*	3
PSYC	360	Psychology of Personality	3
PSYC	380	Abnormal Psychology	3
Two upper-division psychology electives			6

\*Meets a general studies requirement.

## Course Descriptions

### PSYC 110 General Psychology (3)

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Meets the general studies core requirement for Identity and Relationships.*

### PSYC 225 Personal and Social Adjustment (3)

Students become familiar with the concept of the “fully functioning individual” and some of the ways of attaining and maintaining such a level of functioning. Facilitation of personal growth through self-awareness and interpersonal relationships are the major emphasis of this course. The course is recommended to students who wish to understand more fully their own psychological functioning. *Meets the general studies core requirement for Identity and Relationships.*

### PSYC 290 Human Growth and Development (3)

This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology, sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Meets general studies core requirement for Identity and Relationships.*

### PSYC 330 Sports Psychology (3)

Sports psychology is a survey course that explores the role of psychology as it is related to the enhancement of athletic performance. Emphasis is on areas related to sports and physical activity such as motivation, self-confidence, goal setting, burnout, anxiety, healthy attitudes toward sports participation, and other sports-related activity. Emphasis is on critically reviewing sports psychology literature and research in an attempt to separate effective and ineffective psychology-related approaches to sport activity. *Prerequisite: PSYC 110*

### PSYC 340 History of Psychology (3)

The historical growth of psychological science is surveyed. This course focuses on major theorists and their ideas in relation to the historical context as well as current psychological issues. *Prerequisite: PSYC 110, PSYC 290*

### PSYC 345 Psychology of Child and Adolescent Development (3)

This course is an advanced examination of emotional, cognitive, physical, and social development from infancy through adolescence. The process of human development as a complex interaction of biological and sociocultural factors are reviewed. Contemporary research topics focusing on genetics, fertility, attachment, communication, cognitive, and moral aspects of development are examined. *Prerequisites: PSYC 110 and PSYC 290*

### PSYC 350 Applied Statistics (3)

This is an elementary course in basic statistical concepts. Students are introduced to the understanding and use of necessary computational procedures to attain the basic skills in the following: frequency distributions, graphs, central tendency, variability, normal curve, probabilities, correlation, hypothesis testing, and chi square. Understanding and use of the above statistics are stressed over mathematical development. *Prerequisite: MATH 110 or equivalent*

**PSYC 355 Psychology of Adult Development (3)**

This course is an advanced examination of the emotional, cognitive, physical, and social development of individuals from young adulthood through the end of life. The process of adult development as an interplay of biological, psychological, cognitive, and psychosocial aspects are examined. The emphasis is on normal patterns in personal and emotional development in adulthood, as well as on contemporary research in areas of health, gender, marriage and relationships, family and parenting, ethnic/ecological systems, work, ethics, and morality. *Prerequisites: PSYC 110 and PSYC 290*

**PSYC 360 Abnormal Psychology (3)**

The major focus of this course is mental illness and abnormal behavior, in light of modern theory and knowledge. Current trends and modern methods of diagnosis, understanding, treatment, and prevention are discussed. *Prerequisites: PSYC 110 and PSYC 290*

**PSYC 362 Research Methods in Psychology (4)**

Students engage in a comprehensive overview of both quantitative and qualitative research methods used in psychological research, along with an understanding of the ethical considerations and other challenges involved in good research design. Students also engage in an original research project and learn to write utilizing the style adopted by the American Psychological Association. *Meets the general studies upper-division writing intensive course requirement. Prerequisites: PSYC 110 and PSYC 350*

**PSYC 370 Industrial/Organizational Psychology (3)**

Students survey the basic behavioral science research and thinking as they contribute to industrial and organizational psychology, including worker attitudes and theories of motivation, organizational structure and communication, theories of leadership and decision making, conflict resolution, and methods of personnel selection and appraisal. *Prerequisite: PSYC 110*

**PSYC 380 Psychology of Personality (3)**

This course acquaints students with the various basic elements of personality and their integration. Students explore concepts regarding the basic components of personality and the processes that undergird an individual's growth and behavior. The course also reviews current and traditional theories of personality. *Prerequisites: PSYC 110 and PSYC 290*

**PSYC 385 Health Psychology (3)**

This is a survey course exploring the role of psychology as it is related to human physiology and the health field. Topics include basic neurology, stress management, nutrition, addictive substances, immunological disorders, and other relevant psychophysiological areas. *Prerequisites: PSYC 110, psychology core courses and one biology course*

**PSYC 390 Cognition (3)**

This course provides students with an overview of issues in cognitive psychology. Theories and research concerning perception, memory, and other higher-order mental processes such as imagery, general knowledge, language, problem solving and creativity, concept formation, logical reasoning, and decision making are discussed. Many of these topics are viewed from a developmental perspective in order to understand the genesis and progress of different cognitive skills. *Prerequisite: PSYC 110*

**PSYC 405 Psychology of Learning (3)**

This course examines several major theories and research in the psychology of learning. How learning theories have developed historically and how learning principles apply to psychological problems are also explored. *Prerequisite: PSYC 110*

**PSYC 410 Psychology of Exceptional Children (3)**

Students examine and analyze the problems faced by the exceptional child. The study includes physical and emotional adjustment, speech and language disorders, various childhood disorders such as mental retardation and depression, and other childhood mental and physical disorders. *Prerequisites: PSYC 110 and PSYC 290*



**PSYC 415 Group Process (3)**

Students survey the basic behavioral science research and thinking as applied to human interaction in groups. This includes such topics as group formation, phases, structure, types and uses of groups, group communication, group conflict resolution, and methods of group leadership. The course includes the observation and evaluation of group interaction. *Prerequisite: PSYC 110*

**PSYC 425 Social Psychology (3)**

The relationships between social interaction processes and individual behavior are studied. The course familiarizes the student with a variety of perspectives on social behavior, encourages the student to become a careful observer of social interaction through systematic research, and examines the implications of sociopsychological theory and research for present and future changes in the structure of human relationships. *Prerequisite: PSYC 110*

**PSYC 430 Intervention Strategies with Children (3)**

This course provides an introduction to a broad range of assessment and intervention strategies designed to meet the developmental, psychomotor, language, behavioral, and education needs of children. Issues of normative and non-normative child and family functioning in child assessment and intervention planning are considered. Observational techniques, standardized tests, informal assessment measures, developmental assessments, and alternatives to current testing practices are discussed and reviewed from the multiple disciplines impacting child assessment and intervention. The broad range of modalities utilized in intervention with children is given strong emphasis with observation and student practice required at an intervention site. *Prerequisites: PSYC 110, PSYC 290, PSYC 345, and PSYC 410*

**PSYC 435 Psychology and Christianity: Integration Seminar (3)**

This class makes explicit what each psychology class at Azusa Pacific does implicitly: integrate the discipline of psychology with the Christian faith. It examines the theoretical and theological issues involved in this process and then probes specific areas within the field of psychology. *Prerequisite: PSYC 110*

**PSYC 440 Psychology of Religion (3)**

This course investigates the common ground between psychology and religion. Values, mature religion, the nature of humanity, and religious experience are all areas of study for this purpose. *Meets the requirement for general studies upper-division elective in Identity and Relationships. Prerequisite: PSYC 110*

**PSYC 445 Psychology of the Family (3)**

This course provides an overview of the field of family psychology. The three primary areas of study are: family systems theory, the family lifecycle, and the exploration of several theoretical frameworks for the study of families. Students are given the opportunity to apply these concepts to their own family of origin. *Prerequisites: PSYC 110 and PSYC 290*

**PSYC 450 Counseling (3)**

This course is an introduction to counseling and psychotherapy. Theories and research on the helping relationship are explored. A major portion of the course emphasizes understanding and practicing basic helping skills. *Prerequisites: PSYC 110 and junior or senior standing*

**PSYC 455 Behavioral Science Practicum I (3)**

This course is designed for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavor(s) that offer(s) an opportunity to apply former training in a professional setting while acquiring new knowledge. *Prerequisite: PSYC 110*

**PSYC 460 Behavioral Science Practicum II (3)**

This course is designed for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavor(s) that offer(s) an opportunity to apply former training in a professional setting while acquiring new knowledge. *Prerequisites: PSYC 110 and PSYC 455*

**PSYC 462 Advanced Research and Statistical Methods (3)**

The course is designed to further develop students' understanding of research design and the research process in the behavioral sciences. Students investigate at an advanced level the validity threats

inherent in the research process and explore a variety of advanced research designs. Students have the opportunity to utilize various designs in their own research endeavors and learn to use SPSS for the analysis of their own research endeavors and data. *Prerequisites: PSYC 110, PSYC 350 and PSYC 420*

**PSYC 465 Advanced General Psychology (3)**

This course is designed for the student interested in graduate study. It integrates the theories and concepts presented in the various undergraduate psychology courses and enables the student to achieve an eclectic understanding of psychology. *Prerequisite: PSYC 110*

**PSYC 470 Physiological Psychology (3)**

The course examines the physiological basis of human behavior. The goal is to assess the role of sensation, central, peripheral nervous system functions, and glandular and muscular responses in the total organization of behavior. It includes an overview of current theory and research regarding psychophysical events. *Prerequisites: PSYC 110, and BIOL 101 or BIOL 151*

**PSYC 475 Research Methods Practicum (3)**

This course gives students an opportunity to improve and expand upon their research skills and to conduct research of personal or professional interest. The aim is to provide an opportunity to integrate knowledge, skills and interests in order to conduct a comprehensive research project. Students may choose to work independently or as a research team, and successful completion of the course will result in an APA paper and oral presentation in a professional setting. *Prerequisites: PSYC 350, PSYC 420, and junior or senior standing.*

**PSYC 480 Psychological Testing and Measurement (3)**

Students gain a thorough background in objective tests and measurements. A brief survey is offered in intelligence, personality, organization, and industrial psychological measures. Terminology is developed, dangers and advantages of psychological instruments discussed, and each student is required to administer and interpret a number of instruments. *The course is offered to juniors, seniors, and graduate students only. Prerequisites: PSYC 110, PSYC 350, and junior or senior standing*

**PSYC 485 Stress and Coping (3)**

This course provides an overview of stress and coping theory as it has developed in the research literature in the last century. The interrelationships between stress and mental illness, medical diseases, and industrial-organizational factors are discussed. Students develop a basic understanding of stress as it relates to trauma and post-traumatic symptomology. Students gain an understanding of basic stress management and coping techniques and their clinical applications. *Prerequisites: PSYC 110*

**PSYC 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed, by a student of upper-division standing and a full-time professor. *Prerequisites: PSYC 110*

**PSYC 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: PSYC 110, junior or senior standing*

**PSYC 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisites: upper-division writing intensive course completed or instructor s permission; junior or senior standing, PSYC 110*

*For a description of other courses offered by various departments, please consult that section of the catalog.*

# Department of Social Work

## Faculty

*Chair and Professor: Sally Alonzo Bell, Ph.D., LCSW*

*Associate Professor: Kimberly Battle-Walters, MSW, Ph.D.*

*Director of Field Education and Assistant Professor: Pamela Wilson, MSW, Ph.D.*

*Lecturer: Mary Rawlings, MSW, LCSW*

## Department Overview

The Social Work Program at Azusa Pacific University offers a Bachelor of Social Work, preparing students through education and practical experience to help people. Social work enhances people's well-being in the world by improving the relationships between people and their environments, through developing programs and policies which reflect the promotion of social and economic justice, and by supporting ongoing professional development and knowledge. The Social Work Program seeks to prepare students by teaching generalist practice skills which will enable them to work with individuals, families, groups, communities, and organizations. Additionally, students are taught from a social systems perspective to understand the unique needs of minority and at-risk populations, as well as to develop a commitment to ongoing personal growth, values, and ethics consistent with social work and the Christian faith.

## Introduction

The ability to live effectively in society is often hampered by problems that range from personal tensions to difficulties arising from social unrest within a group or community. These problems, aggravated by the growing complexity of society, have greatly increased the need for social services. Social workers assist individuals, families, small groups, organizations, and communities in improving their quality of life. The Department of Social Work has been nationally accredited since 1982 by the Council on Social Work Education. The undergraduate program in professional social work has the following goals:

- To prepare students for beginning generalist professional social work practice in a variety of service systems with individuals, families, small groups, organizations, communities, and diverse populations.
- To prepare students to work effectively with clients of different ethnicity, racial and cultural backgrounds, and sexual orientations by developing a knowledge base that values diversity, is sensitive to the affects of oppression and discrimination, and promotes social justice through advocacy.

- To assist students in developing an identification with the profession of social work, incorporating the values and ethics of the profession, and demonstrating Christian values throughout their practice.
- To provide knowledge, based on research and built on a liberal arts foundation, of individual behavior and social systems, allowing for the development of a contextual framework in which to understand the process of change and to impact change in these systems.
- To familiarize students with the framework of social welfare services in the United States, the impact of policy on individuals and service delivery, and how to analyze policy and advocate for social change.
- To equip students as beginning social work practitioners who can evaluate research and begin to link research with social work practice.
- To prepare students for lifelong learning, critical thinking, ongoing self-evaluation, and advanced study.

## **Admissions Policy**

The Department of Social Work has an open policy for any student admitted to the university. Each student is interviewed to determine motivation and interest in social work practice and to explain the program. At this time, an academic calendar is developed with each student. Students are assured retention and progression in the Social Work Program unless there is demonstrated evidence of cause for dismissal.

Transfer students are interviewed to evaluate prior educational achievement in relation to the required content of the Social Work Program. A plan is developed with the student which serves as a guide for completion of the program.

## **Career Opportunities**

The majority of social workers provide social services directly to individuals, families, groups, organizations, and communities. A substantial number are executives, administrators, or supervisors. Others are college teachers, research workers, consultants, or private practitioners. Social workers can apply their training and experience in a variety of social-service settings such as family services, child welfare, corrections, adoptions, school social work, psychiatric and medical hospitals, probation, industry, geriatric services, drug and alcohol abuse centers, and city and society policy planning.

## **Field Internship Program**

During the senior year, social work majors complete a 400-hour field internship in one of several approved agencies in the community. This provides a setting for the development of practice skills in social work and an opportunity for students to integrate classroom learning with practice. Students are charged a minimal social work liability insurance fee. The field director discusses the application process with students in their junior year.

## Requirements for the Social Work Major 72 units

A total of 72 units is required for the major. A minimum 2.0 grade-point average is required in all core courses.

### Specified General Studies Requirements 16 units

BIOL	101	Fundamentals of Biology*	4
PSYC	110	General Psychology*	3
SOC	120	Introduction to Sociology*	3
SOC	230	Comparative Family Systems*	3
SOC	358	Human Diversity*	3

### Core Requirements 53 units

PSYC	350	Applied Statistics	3
SOCW	250	Introduction to Social Work	3
SOCW	251	Social Welfare Policy and Services	3
SOCW	310/311	Human Behavior and the Social Environment I, II*	3,3
SOCW	332/333	Social Work Practice I, II	3,3
SOCW	350	Aging: Implication for Policy and Practice	3
SOCW	351	Child Welfare*	3
SOCW	360	Social Work Practice III (Groups)	3
SOCW	466/468	Field Internship I, II**	4,4
SOCW	467/469	Senior Seminar I, II**	3,3
SOCW	478	Social Work Research Methods**	3
SOCW	479	Social Work Research Project*,**	3
SOCW	496	Senior Seminar: Ethics in the Helping Professions*	3

### Social Work Electives and Related Courses 3 units

Select at least 3 units of the following:

COMP	120	Computer Literacy	3
GLBL	310	Intercultural Communication*	3
PSYC	225	Personal and Social Adjustment*	3
PSYC	360	Abnormal Psychology	3
PSYC	405	Psychology of Learning	3
PSYC	410	Psychology of Exceptional Children	3
PSYC	425	Social Psychology	3
PSYC	450	Counseling	3
SOC	225	Contemporary Social Problems	3
SOC	380	Understanding International Social Problems and Services through Study Abroad	3
SOC	455	Crime and Delinquency	3
SOCW	400	Grant and Proposal Writing	3
SOCW	410	Family Violence	3
SOCW	415	Addictions: Assessment and Intervention	3
SOCW	497	Independent Study and Readings in Social Work	1-4

\*Meets a general studies requirement.

\*\*Must list social work as primary major to enlist in these courses.

## Course Descriptions

### **SOCW 250 Introduction to Social Work (3)**

This course introduces students to the social work profession, examines the requirements for social work practice, and makes projections about the profession's future. Emphasis is on developing an awareness of the scope of the profession and exploring an interest in pursuing social work as a career.

### **SOCW 251 Social Welfare Policy and Service (3)**

Students examine policies and programs that have been developed to meet human needs in American society. Historical background, ideas, philosophies, and political climate are explored as they impact decision making. *Prerequisite: SOCW 250 or instructor s permission*

### **SOCW 310 Human Behavior and the Social Environment I (3)**

Human Behavior and the Social Environment (HBSE I) is a study from a systems perspective of how the interaction of cultural, biological, psychological, social, and environmental influences promote or deter the development of individuals, from birth to adolescence. Attention is given to the range of social systems in which persons live. The impact of social and economic forces, oppression, gender, and class on human adaptation are examined as they relate to client situations. This is the second course of a second semester sequence *This is the first of a two-semester HBSE sequence. The combination of SOCW 310 and SOCW 311 meets general studies core requirements for Identity and Relationships. Prerequisite(s): BIOL 101 and SOC 120, or instructor s permission*

### **SOCW 311 Human Behavior and the Social Environment II (3)**

Human Behavior and the Social Environment (HBSE II) is a study from a systems perspective of how the interaction of cultural, biological, psychological, social, and environmental influences promote or deter the development of individuals, from young adulthood through old age and death. Attention is given to the range of social systems in which persons live. The impact of social and economic forces, oppression, gender, and class on human adaptation are examined as they relate to client situations. This is the second course of a two semester sequence. *The combination of SOCW 310 and SOCW 311 meets general studies core requirement for Identity and Relationships. Prerequisites: BIOL 101, SOC 120, and SOCW 310*

### **SOCW 332 Social Work Practice I (3)**

This is the first of a two-semester practice sequence. Social Work Practice I presents the basics of professional generalist social work practice as it has developed in response to changing human needs. Included are methods that may be used in direct practice with individuals, families, and groups within organizations and communities. Emphasis is on work with diverse human populations and the importance of evaluation in practice. The systems perspective is used as an integrating theme. *Prerequisites: SOC 230, SOCW 250, SOCW 310, and SOCW 311 or instructor s permission*

### **SOCW 333 Social Work Practice II with Communities (3)**

Social Work Practice II presents the basics of professional generalist social work practice as it has developed in response to the needs of multiple member systems and communities. Included are methods of practice used to mobilize people to collective action to solve their own problems, form ongoing organizations that enhance their power to meet their own needs, and develop resources where none exist. Emphasis is on work with diverse human populations and the importance of evaluation in practice. The systems perspective is used as an integrating theme throughout. *Prerequisites: SOCW 250 and SOCW 352*

### **SOCW 350 Aging: Implications for Policy and Practice (3)**

This course offers an introduction to the study of aging, with attention given to current research, problems faced by the elderly, the impact of an increasingly aged population on society, and the resulting implications for policy and social intervention. *Prerequisites: SOCW 250, SOCW 310, and SOCW 311*

**SOCW 351 Child Welfare (3)**

Students explore programs and policies that have been developed to meet the needs of children and families. The ideas, philosophies, politics, and economics affecting these programs and policies are studied in terms of choices to be made in policy and social work practice. This course meets the requirements for junior-level writing. *Prerequisite(s): SOCW 250 and SOCW 251, or instructor s permission*

**SOCW 360 Social Work Practice III (Groups) (3)**

This course introduces the student to the methods of group work within social work practice. The course reviews types of groups, how to establish a group, the phases of group development, and common group dynamics. In addition, students gain understanding of their role as leader and facilitator and, through concrete experiential exercises, learn beginning skills and techniques to effectively function in this role. Applying ethnic sensitive practice to the group situation is also explored. *Prerequisites: SOCW 250 and SOCW 332*

**SOCW 380 Understanding International Social Problems and Services through Study Abroad (3)**

This course teaches about social problems and services in international settings with a focus on social welfare systems in a particular country other than the United States. Countries such as China, England, Kenya, Russia, or Mexico may be chosen for study. It will be taught as a May-term course. For one week students will read a text on international social work practice and materials about social problems and services in the country to be visited. For the remaining 10 days to 2 weeks students will have an experiential learning experience in the country itself and a time of debriefing the experience at APU. The accent will be on a global perspective of social welfare, enriching cultural experiences and a comparison of domestic and international methods of addressing human needs and social policies and programs. *Prerequisites: SOCW 250 or instructor s permission*

**SOCW 400 Grant and Proposal Writing (3)**

Grant and proposal development continue to be an activity in the operations of human service agencies. Agencies must assess the need for services, determine their priorities, and develop strategies for funding their programs. Today, grants and proposals serve as primary means by which many agencies receive resources. This course is aimed at creating an understanding of the process and tools needed for translating a desire to respond to human need and problems into a realistic plan of action. It acquaints students with program design and planning techniques, which consider client/consumer group characteristics. The course culminates in the student's development of a human service program proposal aimed at responding to a need or problem. *Prerequisite: junior or senior standing, or instructor s permission*

**SOCW 410 Family Violence (3)**

Family violence is an in-depth study from a system's perspective of violence that occurs in families. This course provides an overview of child abuse, spousal abuse, abuse between intimate partners, and elder abuse. The course explores the theory and research as to the causes of abuse, including individual and family factors, elder abuse, gender issues, community and societal influences, and cultural factors. This course explores the policy and programs developed to deal with these crises. Finally, methods of assessment and intervention are investigated as applicable to both professional and personal situations. *Prerequisite: junior standing or instructor s permission*

**SOCW 415 Addictions: Assessment and Intervention (3)**

This course provides an overview of addictions from a bio-psycho-social-spiritual-cultural perspective. Unique issues relative to children, adolescents, women, people with disabilities, people who are gay/lesbian, the elderly, and minorities are explored. The course focuses on a review of various types of addictions; theory on the etiology and process of addiction and its treatment; information on assessment, referral, and treatment resources; and exploration of the historical and current responses to addictions in the community as well as in the church. *Prerequisite: junior or senior standing*

**SOCW 466 Field Internship I (4)**

This social work practicum provides a setting for the development of practice skills and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 400 hours in an approved agency. *Prerequisites: senior standing and registration with the social work field director; corequisite: SOCW 467*

**SOCW 467 Senior Practicum Seminar I (3)**

Students share learning from the field study, conduct research, or study readings in a specialized area of practice. *Prerequisites: senior standing, registration with the social work field director; corequisite: SOCW 466*

**SOCW 468 Field Internship II (4)**

This social work practicum provides a setting for the development of practice skills and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 400 hours in an approved agency. *Prerequisites: senior standing and registration with the social work field director; SOCW 466; corequisite: SOCW 469*

**SOCW 469 Senior Practicum Seminar II (3)**

Students share learning from the field study, conduct research, or study readings in a specialized area of practice. *Prerequisites: senior standing; registration with the social work field director; SOCW 467; corequisite: SOCW 468*

**SOCW 478 Social Work Research Methods (3)**

This course prepares the student to do a social science research project. Both qualitative and quantitative research methods are examined. Students prepare a research proposal as the final project. For social work majors, the research proposal is connected to their social work internships. *Prerequisites: PSYC 350 and senior standing; corequisites for social work majors: SOCW 466 and SOCW 467*

**SOCW 479 Social Work Research Project (3)**

Students conduct an empirical study based on the research proposal completed in the Social Work Research Methods course. For social work majors, this project is connected to their social work internships. Students are expected to gather data, process and develop an analysis of this data, and write a research report. Each student presents this research at the end of the semester. *Prerequisites: PSYC 350 and SOCW 478; corequisites: SOCW 468, SOCW 469*

**SOCW 496 Senior Seminar: Ethics in the Helping Professions (3)**

This course facilitates the integration of Christian faith and values with careers in the helping profession. This is accomplished through examining religious and spiritual experiences, as well as ethical dilemmas often confronted by social workers, nurses, counselors, and others in the helping profession, as they exist within the context of one's cultural, social, and physical environment. Attention is given to the process of faith development, historical perspectives, and the diversity of spiritual experiences. *Prerequisites: instructor's permission; senior standing; completion of the majority of the units required for God's Word and the Christian Response; and completion of the majority of course work in the major*

**SOCW 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussion, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

*For a description of other courses offered by various departments, please consult that section of the catalog.*





# School of Music



<b>Applied Music</b>	<b>284</b>
<b>Church Music</b>	<b>284</b>
<b>Music Education</b>	<b>284</b>
<b>Music Theory</b>	<b>284</b>
<b>Commercial Music</b>	<b>285</b>

# School of Music

## Faculty

*Dean: Duane Funderburk, DMA*

*Chair, Undergraduate Studies and Assistant Professor: Rod Cathey, M.M.*

*Professor: Robert Sage, DMA*

*Associate Professors: Donavon Gray, DMA; Marvin McKissick, M.M.; Donald Neufeld, M.A.; Dennis Royse, Ph.D.; Philip Shackleton, M.M.*

*Assistant Professors: David Beatty, M.M.; Kimasi Browne, M.A.; Alvin Clifft, M.A.; David Hughes, DMA; Alexander Koops, M.A.; Brenda Reinebach, M.A.*

*Instructors: William Boocock, M.A.; Patricia Edwards, M.M.; Michelle Jensen, M.M.*

*Lecturer: John Sutton, M.A.*

## School Overview

Azusa Pacific University offers a Bachelor of Arts in Music with emphases in Performance, Music Education, Commercial Music, Theory, and Church Music, a Master of Arts in Performance, and a Master of Music Education. The School of Music continually refines and upgrades its programs. The pursuit of excellence in the classroom and performance draws, sharpens, blends, and matures the talents of each student.

Prospective music majors are required to take placement examinations in their performance areas and music theory. The theory examinations include key and meter signatures, major and minor scales, and intervals. Those who are deficient in theory are required to take MUS 120 Music Fundamentals for music majors before proceeding with Theory I.

Each student must pass a piano proficiency examination or enroll in a piano class until the requirement is met. This requirement is normally met at the satisfactory conclusion of MUS 108 Piano Class. Placement auditions are held for all performance areas.

## Career Opportunities

There is a demand for teachers who possess music skills in elementary and secondary schools in both public and private sectors. There are many positions in the field of church music for ministers of music and accompanists. The performance emphasis serves the needs of those students who wish to teach privately, consider a career as a full-time performer, or teach applied lessons at the college level. The music theory emphasis gives a foundation to those seeking a career in music writing and arranging. Other opportunities exist in the music industry and many Azusa Pacific graduates fulfill their collegiate ambitions there.

## Requirements for the Music Major 57-68 units

### Core Courses 47 units

MUS	101	Beginning Voice Class (if not enrolled in private voice)	1
— or —			
MUS	102	Intermediate Voice Class	1
MUS	121*/122	Music Theory I/Music Theory II	3,3
MUS	133/134	Practical Musicianship I/Practical Musicianship II	1,1
MUS	170	Oratorio Choir (students receive 0 units in the fall and 1 unit in the spring semester)	4
MUS	217/220	Practical Musicianship III/IV	1,1
MUS	221/222	Music Theory III/Music Theory IV	3,3
MUS	296	Introduction to Music Technology	2
MUS	350	History and Literature of Commercial Music (for commercial music emphasis only)	3
— or —			
MUS	351	Ancient, Renaissance, and World Music Literature*	3
MUS	352	Baroque, Classical, and Early Romantic Music Literature*	3
MUS	361	Introduction to Conducting	2
MUS	362	Choral Conducting	2
— or —			
MUS	363	Instrumental Conducting	2
MUS	455	Late Romantic and 20 <sup>th</sup> Century Music Literature*	3
MUS	441	Music in Worship	3
Applied Music (each semester, 1 unit)			8

\*Meets a general studies requirement.

In addition, the student must choose at least one emphasis from the following: performance, music education, commercial music, theory, and church music. The emphases require a minimum of 10 units from the listed courses. A minimum 2.5 GPA must be maintained in all upper-division music courses. Students must earn a grade of *C* or higher in all of their upper-division emphasis courses. The class must otherwise be repeated.

Music majors must pass the piano proficiency examination or take MUS 103-108 Piano Class until the examination is passed.

Music majors must be continuously enrolled in MUS 210 Performance Forum (may discontinue after eight semesters).

Each student must pass the ear training/sight singing examination at the end of Music Theory II or take a remedial course until the examination can be passed.

Each student is required to appear yearly in a recital. All students will take an applied jury each semester. Music majors with an emphasis in applied music present a recital during their senior year. It is traditional that a shorter recital be presented during the junior year.

Music majors are required to attend 14 School of Music sponsored, on-campus recitals and concerts per year.

**Applied Music Emphasis (Performance)****10-12 unit minimum**

An emphasis in performance prepares students for entrance into the performing arena, applied teaching, or for advanced study in the performance area of their choice. Students with an applied music emphasis must pass an examination at the end of their lower-division applied studies (after the second semester of 200-level Applied Music) to qualify for placement in upper-division applied music.

Additional units of private lessons			8
Senior Recital			N/C
Pedagogy			2
MUS	224	Diction for Singers I (vocal performance only)	1
MUS	227	Diction for Singers II (vocal performance only)	1

**Church Music Emphasis****10-unit minimum**

The church music emphasis includes studies of traditional and contemporary practices, administrative techniques, and worship leading skills for students desiring to serve as music leaders (or music pastors, or ministers of music) in the church.

MUS	339	Hymnology	2
MUS	442	Church Music Administration	2
MUS	444	Seminar in Church Music	2
MUS	445	Service Playing*	2
MUS	446	Issues in Church Music	2
MUS	447	Church Music Internship	2

**Education Emphasis****12-unit minimum**

The purpose of the music education emphasis is to provide future vocal, instrumental, and general music teachers with necessary skills, knowledge, and appropriate methodologies for success in all levels of music education in California schools. This emphasis is approved by the California Commission on Teacher Credentialing for the public schools.

MUS	331	String Instrument Techniques	1
MUS	332	Woodwind Instrument Techniques	1
MUS	333	Brass Instrument Techniques	1
MUS	334	Percussion/Guitar Instrument Techniques	1
MUS	423	Orchestration	3
MUS	431	Introduction to Music Education	2
MUS	433	Music Methods for Elementary/Secondary Schools	3

**Theory Emphasis****10-unit minimum**

The purpose of the music theory emphasis is to provide students who wish to work in the field of music composition, arranging, orchestrating, and multi-media scoring with skills necessary for entry level positions or advanced study.

MUS	321	Counterpoint	3
MUS	323	Arranging I*	2
MUS	421	Interpretive Arranging*	2
MUS	422	Music Composition*	2
MUS	423	Orchestration	3
MUS	424	Projects in Music Theory*	2
MUS	427	Form and Analysis*	2
MUS	428	Arranging II*	2

\*Elective courses

**Commercial Music Emphasis**

**14-15 units minimum**

The commercial music emphasis is designed to prepare students for careers in both the Christian and secular music business, including recording arts, commercial arranging/composing, performing, and production. A real-world point of view is maintained in all course work, which is taught primarily by faculty who are working professionals in the field of commercial music. Rather than attempting to train relatively narrowly prepared “specialists,” the intent of this program is to produce broadly prepared musicians who are “generalists” with respect to the common skills required in a variety of careers in commercial music, and who are able to teach themselves new technologies and popular music styles as commercial music changes. Typical graduates become engineers who can perform or arrange, arrangers who can engineer, or performers who are entrepreneurial business people, and so on.

**Enrollment in the commercial music emphasis is limited and by application only.**

Students desiring to complete this emphasis should apply for acceptance by **April 15** of the freshman year. Transfer students who meet the prerequisites should apply as soon as possible. (Applications are available in the School of Music.) To be considered for this emphasis, the student must:

1. Earn a grade of *B* or better in each semester of Music Theory I, II, III, IV.
2. Pass the piano proficiency exam OR maintain continuous enrollment in MUS 103-108 Piano Class (or MUS 113/114 Piano), earning a minimum grade of *B*.
3. Earn a grade of *B* or better in MUS 296 Introduction to Music Technology.

**Note:** Because of the limited number of openings, completion of the above requirements does not guarantee acceptance into the commercial music emphasis.

Students in the commercial music emphasis should take MUS 350 History and Literature of Commercial Music instead of MUS 351 Ancient, Renaissance, and World Music Literature (one of the music major core courses).

**Commercial Music Core**

All commercial music students complete three courses which make up the six-unit commercial music core. These are in addition to the regular music major core.

MUS	337	Music Business I (recommended for first-semester sophomores)	2
MUS	327	Audio Recording I (recommended for second-semester sophomores)	2
MUS	323	Arranging I (recommended for first-semester juniors)	2

**Commercial Music Tracks**

**14-15 units**

Beyond the six units of commercial music core classes, there are four curriculum tracks for students in the commercial music emphasis: audio engineering, arranging, performance, and business. With the 6-unit commercial music core, each track totals 14 or 15 minimum units:

Audio Engineering			14-unit minimum
Commercial Music Core (MUS 337, MUS 327, MUS 323)			6
MUS	396	Advanced MIDI Technology	2
MUS	328	Audio Recording II	2
MUS	495	Production Techniques	2
Commercial Music Elective			2-3

Arranging			15-unit minimum
Commercial Music Core (MUS 337, MUS 327, MUS 323)			6
MUS	423	Orchestration	3
MUS	428	Arranging II	2
MUS	495	Production Techniques	2
Commercial Music Elective			2-3
Performance (Instrumental Commercial)			14-unit minimum
Commercial Music Core (MUS 337, MUS 327, MUS 323)			6
four additional units of private lessons (in addition to the normal eight required of all music majors), focused on jazz/commercial playing			4
MUS	382/383	Jazz/Commercial Ensemble (2 upper-division units minimum)	
MUS	391/392	Jazz Improvisation Workshop (2 upper-division units minimum)	
Business (with School of Business and Management)			15-unit minimum
Commercial Music Core (MUS 337, MUS 327, MUS 323)			6
BUSI	110	Introduction to Business	3
MUS	338	Music Business II	2
MUS	495	Production Techniques	2
Business or Commercial Music Elective			2-3

Commercial music electives include all courses for any commercial music track. Also included are MUS 324 Songwriting, MUS 322 Score Preparation and Printing, MUS 423 Orchestration, MUS 422 Composition, and MUS 321 Counterpoint.

## Requirements for the Music Minor 36-44 units

Prospective music minors are required to meet all placement and proficiency examinations as required for the major. The theory examinations include key and meter signatures, major and minor scales, and intervals. Those who are deficient in theory are required to take MUS 120 Music Fundamentals for music majors before proceeding with first-year theory. Students with a keyboard deficiency must enroll in piano class or take private lessons until the piano proficiency exam is passed. The piano proficiency examination is modified for the minor. Placement auditions are held for all performance areas.

Course Requirements			36 units
MUS	121*/122	Music Theory I/II	3,3
MUS	133/134	Practical Musicianship I/II	1,1
MUS	217/220	Practical Musicianship III/IV	1,1
MUS	170	Oratorio Choir (each semester, 1/2 unit)	4
MUS	221/222	Music Theory III/IV	3,3
MUS	250	Music and Civilization	3
MUS	361	Conducting I	2
Applied Music (see Instrumental or Voice)			5
MUS	441	Music in Worship	3

One of the following:

MUS	351	Ancient, Renaissance, and World Music Literature*	3
MUS	352	Baroque, Classical, and Early Romantic Music Literature*	3
MUS	455	Late Romantic and 20 <sup>th</sup> Century Music Literature*	3

\*Meets a general studies requirement.

NOTE: Music minors are required to attend 14 School of Music-sponsored, on-campus recitals and concerts per year.

## Course Descriptions

### Applied Music: Instrumental and Vocal

#### **MUS 1B1-MUS 1B2 (1)**

Applied instruction in brass instruments; open to music majors and non-music majors.

#### **MUS 1D1-MUS 1D2 (1)**

Applied instruction in percussion instruments; open to music majors and non-music majors.

#### **MUS 1S1-MUS 1S2 (1)**

Applied instruction in string instruments; open to music majors and non-music majors.

#### **MUS 1W1-MUS 1W2 (1)**

Applied instruction in woodwind instruments; open to music majors and non-music majors.

#### **MUS 2B1-MUS 2B2 (1)**

A continuation of MUS 1B1-MUS 1B2. Applied instruction in brass instruments; open to music majors and non-music majors.

#### **MUS 2D1-MUS 2D2 (1)**

A continuation of MUS 1D1-MUS 1D2. Applied instruction in percussion instruments; open to music majors and non-music majors.

#### **MUS 2S1-MUS 2S2 (1)**

A continuation of MUS 1S1-MUS 1S2. Applied instruction in string instruments; open to music majors and non-music majors.

#### **MUS 2W1-MUS 2W2 (1)**

A continuation of MUS 1W1-MUS 1W2. Applied instruction in woodwind instruments; open to music majors and non-music majors.

#### **MUS 3B1-MUS 3B2 (1)**

A continuation of MUS 2B1-MUS 2B2. Applied instruction in brass instruments; open to music majors and non-music majors.

#### **MUS 3D1-MUS 3D2 (1)**

A continuation of MUS 2B1- MUS 2D2. Applied instruction in percussion instruments; open to music majors and non-music majors.

#### **MUS 3S1-MUS 3S2 (1)**

A continuation of MUS 2S1-MUS 2S2. Applied instruction in string instruments; open to music majors and non-music majors.

#### **MUS 3B1-MUS 4B2 (1)**

A continuation of MUS 3B1-MUS 3B2. Applied instruction in brass instruments; open to music majors and non-music majors.

#### **MUS 3S1-MUS 3S2 (1)**

A continuation of MUS 2S1-MUS 2S2. Applied instruction in string instruments; open to music majors and non-music majors.

#### **MUS 3W1-MUS 3W2 (1)**

A continuation of MUS 2W1-MUS 2W2. Applied instruction in woodwind instruments; open to music majors and non-music majors.

#### **MUS 4B1-MUS 4B2 (1)**

A continuation of MUS 3B1-MUS 3B2. Applied instruction in brass instruments; open to music majors and non-music majors.

#### **MUS 4D1-MUS 4D2 (1)**

A continuation of MUS 3D1-MUS 3D2. Applied instruction in percussion instruments; open to music majors and non-music majors.



**MUS 4S1-MUS 4S2 (1)**

A continuation of MUS 3S1-MUS 3S2. Applied instruction in string instruments; open to music majors and non-music majors.

**MUS 4W1-MUS 4W2 (1)**

A continuation of MUS 3W1-MUS 3W2. Applied instruction in woodwind instruments; open to music majors and non-music majors.

**MUS 100 Preparatory Organ (1-3)**

This course is for the student who requires additional study to reach the college level of performance. This course does not meet the curriculum requirements for music major or minor.

**MUS 101 Beginning Voice Class (1)**

Students learn the basic principles of effective singing and performing in a group setting. By actively participating in warm-up exercises, carefully observing other performers, and taking advantage of solo opportunities, students learn how to sing with greater freedom, power, and resonance. A study of vocal literature is also included.

**MUS 102 Intermediate Voice Class (1)**

This is a continuation of MUS 101. This course may be repeated for credit. *Prerequisite:* MUS 101

**MUS 103 Beginning Piano Class (3)**

This course offers an introductory study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**MUS 104 Elementary Piano Class (1)**

This course continues the study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite:* MUS 103 or by audition

**MUS 105 Intermediate Piano Class (1)**

Students receive a functional study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite:* MUS 104 or by audition

**MUS 106 Advanced – Intermediate Piano Class (1)**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite:* MUS 105 or by audition

**MUS 107 Advanced – Intermediate Piano Class (1)**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite:* MUS 106 or by audition

**MUS 108 Advanced Piano Class (1)**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing. *Prerequisite(s):* MUS 106, and MUS 107 or by audition

**MUS 110 Elementary Guitar Methods (1)**

This course is designed to teach the fundamentals of guitar in order to equip students to use the guitar in a classroom situation to teach music. Students must supply their own instruments.

**MUS 111 Applied Voice (1)**

This course provides study in correct posture, breathing, and vocal technique.

**MUS 112 Applied Voice (1)**

This is a continuation of MUS 111. *Prerequisite:* MUS 111

**MUS 113 Applied Piano (1)**

Major and minor scales and corresponding arpeggios in four octaves at moderate tempo are studied. Exercises such as Hanon's, Bach Inventions, earlier sonatas by Viennese classicists, Chopin Preludes, and comparable works from Romantic and 20<sup>th</sup> century composers are included. *Entrance is gained by audition only.*

**MUS 114 Applied Piano (1)**

This is a continuation of MUS 113. *Prerequisite: MUS 113*

**MUS 115 Applied Organ (1)**

This course provides technical studies of Gleason; simple compositions of the Renaissance and Baroque periods; Bach, easier preludes and fugues; and chorales from the *Orgelbuchlein*. *Prerequisites: piano background of Bach, two-part inventions, and easier Mozart and Beethoven sonatas*

**MUS 116 Applied Organ (1)**

This is a continuation of MUS 115. *Prerequisite: MUS 115*

**MUS 118 Semi-Private Voice (1)**

This course provides vocal instruction in a small-group setting (maximum of four students per class). Emphasis is on basic vocal technique, vocal exercises, vocal health, and song literature of various styles (classical, Christian contemporary, Broadway, popular, etc.). Literature studies is chosen at the instructor's discretion, but with the students' specific needs in mind. Solo performance is required within the class setting. This class is designed primarily for the non-music major, particularly APU choral singers, but may be used by non-vocal emphasis music majors to fulfill core requirement in voice class or applied voice.

**MUS 119 Semi-Private Voice (1)**

This is a continuation of MUS 118.

**MUS 120 Music Fundamentals (3)**

Music symbols, rhythm, sight-singing, and notation are introduced. This refresher course may be required for prospective music majors and minors and ensemble members at the discretion of the School of Music. No music credit is given to music majors or minors who take this course. *Meets general studies core requirement for Aesthetics and the Creative Arts.*

**MUS 121 Music Theory I (3)**

Students study scales, modes, melody, phrase, cadence, intervals, simple two-part counterpoint, primary and secondary chords, and inversions. The course includes ear training, simple keyboard harmony, and four-part writing. Concurrent enrollment in MUS 133 Practical Musicianship I is recommended. *This course meets the general studies core requirement in Aesthetics and the Creative Arts.*

**MUS 122 Music Theory II (3)**

This is a continuation of MUS 121. Concurrent enrollment in MUS 134 Practical Musicianship II is recommended. *Prerequisite: MUS 121 or instructor's permission*

**MUS 130 Jubilant Song Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 131 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 130.

**MUS 133 Practical Musicianship I (1)**

This course focuses on sight singing and dictation of primarily diatonic music using a variety of instructional techniques, including solfege, Kodaly methods, computer-based approaches, and self-dictation.

**MUS 134 Practical Musicianship II (1)**

This is a continuation of MUS 133. *Prerequisite: MUS 133 or instructor's permission*

**MUS 140 University Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 141 University Choir (1)**

This is a continuation of MUS 140.

**MUS 142 Concert Band (1)**

As part of APU's Concert Band, students gain instrumental experience through rehearsal and public performance. *The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.*

**MUS 143 Concert Band (1)**

This is a continuation of MUS 142.

**MUS 144 Bel Canto Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 145 Bel Canto Ladies' Choir (1)**

This is a continuation of MUS 144.

**MUS 146 Gospel Choir (1)**

Members perform music for the historical African American sacred and contemporary repertoire, including spirituals, gospels, church songs, community choir songs, contemporary gospel, and original compositions and arrangements. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 147 Gospel Choir (1)**

This is a continuation of MUS 146. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 151 Chamber Ensemble – Strings (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small group experience for the music student. *A minimum GPA of 2.0 is required.*

**MUS 152 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 151.

**MUS 153 Chamber Ensemble – Brass (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. *A minimum GPA of 2.0 is required.*

**MUS 154 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 153.

**MUS 155 Chamber Ensemble – Woodwind (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. *A minimum GPA of 2.0 is required.*

**MUS 156 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 155.

**MUS 157 Chamber Ensemble – Percussion (1)**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. *A minimum GPA of 2.0 is required.*

**MUS 158 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 157.

**MUS 170 Oratorio Choir (1)**

This choir is composed of all music majors and minors. A public performance of major choral works is given each semester.

**MUS 172 Recorder Lab (1)**

Music of the Renaissance and Baroque periods is performed on ancient instruments, including recorders, krumm horns, gambas, sackbuts, and natural trumpets.

**MUS 173 Male Chorale (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 174 Male Chorale (1)**

This is a continuation of MUS 173.

**MUS 180 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. The ensemble is open to qualified students by audition. *A minimum GPA of 2.0 is required.*

**MUS 181 Handbell Choir (1)**

This is a continuation of MUS 180.

**MUS 182 Jazz and Commercial Ensemble (1)**

This is an "augmented" big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. *May be repeated for credit, though only two upper-division units may count toward the commercial music concentration. A minimum GPA of 2.0 is required. Prerequisite: instructor's permission (by audition only)*

**MUS 183 Jazz and Commercial Ensemble (1)**

This is a continuation of MUS 182.

**MUS 187 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. *A minimum GPA of 2.0 is required.*

**MUS 188 Wind Ensemble (1)**

This is a continuation of MUS 187.

**MUS 191 Jazz Improvisation Workshop (1)**

This class is normally taken by students who have completed MUS 121 Music Theory I, though the instructor may make exceptions. Small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., are covered. Students are grouped by experience level in combos. This class is intended to prepare performers for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. *May be repeated for credit, though only two upper-division units may count toward the Commercial Music emphasis. Prerequisites: instructor's permission (by audition only) and MUS 121*

**MUS 192 Jazz Improvisation Workshop (1)**

This is a continuation of MUS 191.

**MUS 201 Introduction to World Music (3)**

This course is an introduction to classical, popular, and folk music traditions from around the world. Case studies are drawn from Africa, Asia, Eastern Europe, India, Indonesia, Latin America, the Middle East, and native North America. Course discussions will focus on the interactions between music and belief systems, contexts, aesthetics and history, and will examine the social organization of music, the components of musical repertoire, and the impact of material culture. Basic theories and methodologies of ethnomusicology will be utilized. The Course includes lectures, reading, extensive listening, and a group fieldwork project. Course is appropriate for majors and non-majors.

**MUS 210 Performance Forum (0)**

This course allows students to participate with major performing artists in conversational dialogue, and symposiums with area professionals on topics and disciplines that students are actively involved in. In addition, the Performance Forum gives students the opportunity to gain performance experience on stage in front of the music faculty and fellow students.

**MUS 211 Applied Voice (1)**

This course provides advanced study in correct vocal technique using various vocalise like Vaccai, Marchesi, Siefer, Concone and others. *Prerequisites: MUS 111 and MUS 112*

**MUS 212 Applied Voice (1)**

This is a continuation of MUS 211. *Prerequisites: MUS 111 and MUS 112*

**MUS 213 Applied Piano (1)**

Scales and arpeggios at rapid tempo are studied. Exercises such as Czerny's, Bach Sinfonias, intermediate sonatas by Viennese classicists, Chopin Nocturnes, and comparable works from 19<sup>th</sup> and 20<sup>th</sup> century composers are stressed. The course offers preparation for upper-division qualifying examination. *Prerequisite: MUS 114*

**MUS 214 Applied Piano (1)**

This is a continuation of MUS 213. *Prerequisite: MUS 213*

**MUS 215 Applied Organ (1)**

This course offers continued technical studies, Bach chorale, preludes and fugues, compositions of romantic and contemporary periods, and hymn playing for congregational singing. *Prerequisite: MUS 115, MUS 116, or equivalent*

**MUS 216 Applied Organ (1)**

This is a continuation of MUS 215. *Prerequisite: MUS 215 or equivalent*

**MUS 217 Practical Musicianship III (1)**

This is a continuation of MUS 134, using mixed diatonic and chromatic materials and more complex rhythms. *Prerequisite: MUS 134 or instructor's permission*

**MUS 218 Semi-Private Voice (1)**

This is a continuation of MUS 119.

**MUS 219 Semi-Private Voice (1)**

This is a continuation of MUS 218.

**MUS 220 Practical Musicianship IV (1)**

This is a continuation of MUS 217, using mixed diatonic and chromatic materials and more complex rhythms. *Prerequisite: MUS 217 or instructor's permission*

**MUS 221 Music Theory III (3)**

Renaissance and Baroque compositional techniques, modulation, chromatic harmony, classical formal structures, and exercises in analysis are studied. Concurrent enrollment in MUS 217 Practical Musicianship III is recommended. *Prerequisite: MUS 122*

**MUS 222 Music Theory IV (3)**

Chromatic nonharmonic tones, chromatically altered chords, harmonic texture, 9<sup>th</sup>, 11<sup>th</sup>, and 13<sup>th</sup> chords, modal harmony, and exercises in analysis are studied. Concurrent enrollment in MUS 222 Practical Musicianship IV is recommended. *Prerequisite: MUS 221*

**MUS 224 Diction for Singers I (1)**

Students study the principles for the International Phonetic Alphabet and apply the principles for the correct pronunciation of Italian and Latin. This class cannot be repeated for credit. *Prerequisite: sophomore standing or instructor's permission*

**MUS 225 Madrigal Singers (1)**

*Entrance is gained by audition only.* Students have the opportunity to participate in an ensemble that performs acapella chamber music from various time periods beginning with the Renaissance.

**MUS 227 Diction for Singers II (1)**

This is a continuation of MUS 224. Students employ the International Phonetic Alphabet and apply the principles for the correct pronunciation of German, French, English, and Spanish.

*Prerequisite: MUS 224*

**MUS 230 Jubilant Song Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 231 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 230.

**MUS 242 University Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 243 University Choir (1)**

This is a continuation of MUS 242.

**MUS 244 Concert Band (1)**

As part of APU's Concert Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. *A minimum GPA of 2.0 is required.*

**MUS 245 Concert Band (1)**

This is a continuation of MUS 244.

**MUS 246 Bel Canto Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 247 Bel Canto Ladies' Choir (1)**

This is a continuation of MUS 246.

**MUS 248 Gospel Choir (1)**

This is a continuation of MUS 147. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 249 Gospel Choir (1)**

This is a continuation of MUS 248. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 250 Music and Civilization (3)**

This course is designed for nonmusic majors and promotes intelligent listening to music of all historical periods. Composers and their music are studied in relation to historical developments of their times. Students are also introduced to elements of music including orchestral instruments. *Meets general studies core requirement for Aesthetics and the Creative Arts.*

**MUS 251 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 152.

**MUS 252 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 251.

**MUS 253 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 154.

**MUS 254 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 253.

**MUS 255 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 156.

**MUS 256 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 255.

**MUS 257 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 158.

**MUS 258 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 257.

**MUS 271 Orchestra (1)**

The Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is also open to the public by audition. *A minimum GPA of 2.0 is required.*

**MUS 272 Orchestra (1)**

This is a continuation of MUS 271.

**MUS 275 Male Chorale (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 276 Male Chorale (1)**

This is a continuation of MUS 275.

**MUS 281 Chamber Singers (1)**

*Entrance by audition only.* Performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. *A minimum GPA of 2.0 is required.*

**MUS 282 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. *A minimum GPA of 2.0 is required.*

**MUS 283 Handbell Choir (1)**

This is a continuation of MUS 282.

**MUS 285 Music Theater: Minor Roles and Chorus (1)**

Admission to this class is determined by the director. Students study, prepare, and publicly perform entire Broadway musicals or selected portions and receive coaching in the dramatic and musical aspects of performance.

**MUS 289 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. *A minimum GPA of 2.0 is required.*

**MUS 290 Wind Ensemble (1)**

This is a continuation of MUS 289.

**MUS 296 Introduction to Music Technology (2)**

In this course, students study analog and digital electronic sound synthesis, theory of synthesizer operation; programming new sounds; computer applications, including sequencing, patch librarians, and programming aids; Musical Instrument Digital Interface (MIDI) and its applications; drum machines; and sampling sound synthesis. *Prerequisite: instructor's permission*

**MUS 301 Music of Africa (3)**

A survey of sub-Saharan traditional and contemporary music cultures of Africa, this course examines the musical and extra musical forces that shape, maintain, and perpetuate Africa's musical and cultural expression. Discussion on the general characteristics, concepts, and ethnomusicological approach to the organization of musical sound and its meaning will be emphasized. This class provides an overall understanding of Africa music through the analysis of specific case studies by geographic region. *Prerequisite: MUS 201*

**MUS 311 Applied Voice (1)**

Students study phrasing, style, and interpretation of vocal literature from the classic through romantic periods, including the song literature of the Church. Selected arias from oratorio and opera are examined. *Prerequisite: MUS 212*

**MUS 312 Applied Voice (1)**

This is a continuation of MUS 311. *Prerequisite: MUS 212*

**MUS 313 Applied Piano (1)**

Students study scales in 3<sup>rds</sup>, 6<sup>ths</sup>, and 10<sup>ths</sup>, contrary motion, and the corresponding arpeggios. Exercises such as Cortot's, Bach's Well-Tempered Clavier, easier Etudes of Chopin, romantic Beethoven Sonatas, and other works of comparable difficulty are explored. The course prepares piano performance majors for their junior recitals. *Prerequisite: upper-division qualifying examination or by audition*

**MUS 314 Applied Piano (1)**

This is a continuation of MUS 313. The course prepares piano performance majors for their junior recitals. *Prerequisite: upper-division qualifying examination or by audition*

**MUS 315 Applied Organ (1)**

This course offers a study of works of all periods and preparation for the student's junior recital.

**MUS 316 Applied Organ (1)**

This is a continuation of MUS 315.

**MUS 318 Semi-Private Voice (1)**

This is a continuation of MUS 219.

**MUS 319 Semi-Private Voice (1)**

This is a continuation of MUS 318.

**MUS 320 Keyboard Improvisation (2)**

Students study the practical applications of music theory to keyboard playing, including playing from chord charts and "by ear," improvisation of solos and accompaniments, and making appropriate changes to published piano parts. Melody harmonization in various styles are examined, as well as elements of jazz, pop, and gospel keyboard styles. Primary emphasis is placed on voicing chords idiomatically, rhythmic "feels," and melodic styles.

**MUS 321 Counterpoint (3)**

Strict counterpoint in two, three, and four parts in all species is studied; an introduction to free counterpoint is also provided. *Prerequisite: MUS 221 and MUS 222*

**MUS 322 Score Preparation and Printing (2)**

Music copying and manuscript preparation using pen and triangle; printing parts and scores using Logic Audio and Finale. *Prerequisites: MUS 121/122 and MUS 296*

**MUS 323 Arranging I (2)**

This course is part of the Commercial Music Concentration core. Elements of common commercial styles, acoustic versus synthesizer arranging, chart preparation (both manual and computer based), vocal arranging techniques, and arranging for rhythm section. This course is an extension of concepts from MUS 221/222 Music Theory II, including reharmonization, texture, countermelody, and voicing. Students complete many small assignments and one large arranging project, which is recorded by the Audio Recording class(es). *Prerequisites: MUS 221/222 and MUS 296; recommended for first semester juniors*

**MUS 324 Songwriting (2)**

The process of songwriting, including lyrical concept, musical style, structure, and an introduction to demo production. *Prerequisites: MUS 121/122, MUS 296, and MUS 327*

**MUS 325 Madrigal Singers (1)**

This is a continuation of MUS 225.

**MUS 327 Audio Recording I (2)**

This course is part of the Commercial Music emphasis core. Basic acoustics review, mixers, microphones, analog and digital tape recorders, monitoring systems, studio acoustics, mixing concepts, outboard effects, and acoustic and synth recording basics are covered. Students complete a project in multitrack recording. *Prerequisites: MUS 121/122 and MUS 296; recommended for second semester juniors*



**MUS 328 Audio Recording II (2)**

This course covers computer-based digital audio systems, recording, mixing and editing; designing and troubleshooting synchronization systems between MIDI, digital multitrack, video and film; automated mixing; and CD preparation, Red Book, etc. Students complete a multitrack recording using a digital audio multitrack tape recorder synchronized with a hybrid MIDI/digital audio system, and prepare a CD of the project. *Optional: recording the project synched to video and mixing to video tape; prerequisites: MUS 322 and MUS 396*

**MUS 329 Keyboard Improvisation (2)**

The practical applications of music theory to keyboard playing, including playing from chord charts and “by ear,” improvisation of solos and accompaniments, and making appropriate changes to published piano parts, are covered in detail. Melodic harmonization in various styles; elements of jazz, pop, and gospel keyboard; voicing chords idiomatically; and rhythmic “feels” are explored.

**MUS 331 String Instrument Techniques (1)**

The curriculum offers elementary instruction in the stringed instruments. Careful consideration is given to tone production, bowing, technique, study materials, care of instruments, and teaching procedures. *Open to junior and senior music education majors only.*

**MUS 332 Woodwind Instrument Techniques (1)**

This course provides elementary instruction in the woodwind instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. *Open to junior and senior music education majors only.*

**MUS 333 Brass Instrument Techniques (1)**

Students receive elementary instruction in the brass instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. *Open to junior and senior music education majors only.*

**MUS 334 Percussion Instrument Techniques (1)**

This course provides elementary instruction in the percussion instruments. Careful consideration is given to technique, care of instruments, study materials, and teaching procedures. *Open to junior and senior music education majors only.*

**MUS 335 Jubilant Song Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 336 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 335.

**MUS 337 Music Business I (2)**

This course is part of the Commercial Music emphasis core. Students study careers in commercial music, journals of the business, and networking and career development; and receive an overview of the production process for music and post production, and introduction to: A&R, touring, contracting, copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc. *Recommended for first-semester sophomores.*

**MUS 338 Music Business II (2)**

Selected advanced topics in the music business, including copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc., are covered. *Prerequisite: MUS 337*

**MUS 339 Hymnology (2)**

The great Christian hymns and hymn tunes are studied in their historical settings. Analysis and interpretation of hymns are offered. Standard hymnals are evaluated.

**MUS 340 University Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 341 University Choir (1)**

This is a continuation of MUS 340.

**MUS 342 Concert Band (1)**

As part of APU's Concert Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. *A minimum GPA of 2.0 is required.*

**MUS 343 Concert Band (1)**

This is a continuation of MUS 342.

**MUS 344 Bel Canto Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 345 Bel Canto Ladies' Choir (1)**

This is a continuation of MUS 344.

**MUS 346 Gospel Choir (1)**

This is a continuation of MUS 248. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 347 Gospel Choir (1)**

This is a continuation of MUS 346. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 350 History and Literature of Commercial Music (3)**

This course provides a study of commercial music since 1900, with particular emphasis on music in recording for conventional distribution, music for broadcast, music for film, TV and video, etc. Jazz, rock, country-western, hip hop, film music, Christian, and gospel music receive particular attention. Important songwriters, performers, and producers are studied, along with the impact of technology and mass distribution on musical style and the public taste. Students are exposed to the broad array of contemporary musical styles that are "commercial."  
*Prerequisites: MUS 327 (with B or better) and MUS 337 (with B or better)*

**MUS 351 Ancient, Renaissance, and World Music Literature (3)**

This course provides a historical and stylistic study of the repertoire of serious Western music from ancient Greece through the Renaissance, plus other music of people and cultures from around the world. The course includes lectures, reading, listening, reports, and analysis. *Meets general studies requirement in Aesthetics and the Creative Arts.*

**MUS 352 Baroque, Classical, and Early Romantic Music Literature (3)**

Course content provides a continuation of MUS 351 with emphasis upon the baroque, classical, and early romantic periods. *Meets general studies elective requirement in Aesthetics and the Creative Arts and upper-division writing intensive course requirement.*

**MUS 353 Concert Music (1)**

Students are guided through listening by attending concerts.

**MUS 355 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 252.

**MUS 356 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 355.

**MUS 357 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 254.

**MUS 358 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 357.

**MUS 359 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 256.

**MUS 360 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 359.

**MUS 361 Introduction to Conducting (2)**

Students receive instruction and drills in basic conducting skills, principles of interpretation, and rehearsal techniques for both choral and instrumental music. *Prerequisites: MUS 221 and MUS 222*

**MUS 362 Choral Conducting (2)**

Students receive instruction in principles and techniques of conducting choral groups. Attention is given to interpretation, literature, and rehearsal skills. This is a practical course designed to give each student continuing training and experience in choral conducting.

**MUS 363 Instrumental Conducting (2)**

The principles, techniques, and methods of conducting orchestral and band groups, using standard instrumental literature, are covered. *Prerequisite: MUS 361*

**MUS 365 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 258.

**MUS 366 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 365.

**MUS 371 Orchestra (1)**

The Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is open to the public by audition. *A minimum GPA of 2.0 is required.*

**MUS 372 Orchestra (1)**

This is a continuation of MUS 371.

**MUS 373 Male Chorale (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 374 Male Chorale (1)**

This is a continuation of MUS 373.

**MUS 380 Chamber Singers (1)**

*Entrance by audition only.* Performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums.

**MUS 381 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. *A minimum GPA of 2.0 is required.*

**MUS 382 Jazz and Commercial Ensemble (1)**

This is an "augmented" big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles, and/or private lessons may be required. *May be repeated for credit, though only two upper-division units may count toward the Commercial Music emphasis. A minimum GPA of 2.0 is required. Prerequisite: instructor's permission (by audition only)*

**MUS 383 Jazz and Commercial Ensemble (1)**

This is a continuation of MUS 382.

**MUS 384 Handbell Choir (1)**

This is a continuation of MUS 381.

**MUS 387 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. *A minimum GPA of 2.0 is required.*

**MUS 388 Wind Ensemble (1)**

This is a continuation of MUS 387.

**MUS 391 Jazz Improvisation Workshop (1)**

This class is normally be taken by students who have completed MUS 121 Music Theory I, though the instructor may make exceptions. Small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., are covered. Students are grouped by experience level in combos. This class is intended to prepare performers for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. *May be repeated for credit, though only two upper-division units may count toward the commercial music concentration. Prerequisites: instructor's permission (by audition only) and MUS 121*

**MUS 392 Jazz Improvisation Workshop (1)**

This is a continuation of MUS 391.

**MUS 396 Advanced MIDI Technology (2)**

Advanced sequencing techniques, orchestral simulation, advanced editing and automated mixing, synthesizer program editing, system exclusive and program editor/librarian software are covered. The course provides an introduction to MIDI/digital audio hybrid systems and synchronization using LTC, VITC, MIDI clock, and MIDI Timecode. Students complete a large project using these techniques. *Prerequisites: MUS 296 and MUS 327*

**MUS 409 Jubilant Song Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 410 Jubilant Song Ladies' Choir (1)**

This is a continuation of MUS 409.

**MUS 411 Applied Voice (1)**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation. *Prerequisites: MUS 311 and MUS 312*

**MUS 412 Applied Voice (1)**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation. **Note:** Appearances in recitals comprising literature from the above mentioned may be required at the discretion of the instructor. This may be in addition to the senior recital for the voice major. *Prerequisite: MUS 411*

**MUS 413 Applied Piano (1)**

Virtuoso studies such as Chopin's or Liszt's are examined, and advanced compositions by Bach, Beethoven, Romantic, and 20<sup>th</sup> century composers are explored. A study of selected concerti is offered. This course prepares piano performance majors for their senior recitals. *Prerequisite: MUS 314*

**MUS 414 Applied Piano (1)**

This is a continuation of MUS 413. The course prepares piano performance majors for their senior recitals. *Prerequisite: upper-division qualifying examination or by audition*

**MUS 415 Applied Organ (1)**

This course offers advanced study of major works of all periods and intense preparation for the student's senior recital.

**MUS 416 Applied Organ (1)**

This is a continuation of MUS 415.

**MUS 417 Organ Literature (2)**

This course is a survey of the historical development of the literature for the organ from the middle ages to the present day which will include discussions of the major organ builders over the centuries.

**MUS 418 Semi-Private Voice (1)**

This is a continuation of MUS 319.

**MUS 419 Semi-Private Voice (1)**

This is a continuation of MUS 418.

**MUS 421 Interpretive Arranging (2)**

Students learn the technique of arranging and adapting song materials for vocal and instrumental ensembles of various sizes and composition. *Prerequisite: MUS 222*

**MUS 422 Music Composition (2)**

The stylistic techniques of major composers are reviewed. A major thrust of the class is the presentation of students' compositions. *Prerequisite: MUS 222*

**MUS 423 Orchestration (3)**

This course provides an introduction to orchestral and symphonic wind ensemble instruments. Scoring exercises for full ensembles and smaller combinations are emphasized.

**MUS 424 Projects in Music Theory (2)**

Personalized arranging, composition, and analytical projects are assigned according to the interest and capabilities of the student. *Prerequisites: MUS 221, MUS 222, and instructor s permission*

**MUS 425 Collegium (1)**

The course emphasizes rehearsal and performance of chamber music, especially pre-19<sup>th</sup> century music. *The course is open to students with instructor s permission only.*

**MUS 426 Collegium (1)**

This is a continuation of MUS 425.

**MUS 427 Form and Analysis (2)**

The forms of music from the 18<sup>th</sup> century to the present are covered. An analysis of both large and small forms is included. *Prerequisite: MUS 222*

**MUS 428 Arranging II (2)**

Arranging for larger ensembles, more musical styles, arranging for live ensembles versus arranging for recording, advanced harmonic techniques, textures and melodic procedures is covered. Students complete several small assignments in various styles, and one large project which is recorded by the Audio Recording class(es) or the Production Techniques class. *Prerequisites: MUS 323 and MUS 423; recommended: MUS 321 and MUS 322*

**MUS 431 Introduction to Music Education (2)**

Designed for the prospective public school music specialist, the course consists of a study of the objectives, scope, and content of the public school's entire music program. Specific attention is given to music development through choral and instrumental ensembles and specialized music classes for K-12.

**MUS 432 Music in the Elementary Schools (3)**

Designed for the prospective elementary school teacher, the course consists of the objectives, scope, and content of the elementary school music program as described in the Visual and Performing Arts Framework for California Public School (1989). Active participation in the skills of music and movement are required in order to understand the components and concepts in these performing arts. Students study various piano teaching methods and materials. The course includes supervised practice teaching and opportunities for observation of teaching professionals.

**MUS 433 Music Methods for the Elementary and Secondary Schools (3)**

Offers a sequential presentation of methods and materials available for the prospective music teacher of the spectrum of K-12. Widely accepted approaches and philosophies are discussed, including Dalcrose, Kodaly, Orff-Schuwerk, Yamaha, and Susuki. Students engage in guided observation and practice teaching.

**MUS 434 Piano Pedagogy (2)**

Students study various piano teaching methods and materials. The course includes supervised practice teaching and opportunities for observation of the professor. *Prerequisite: MUS 313 or instructor s consent*

**MUS 435 University Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 436 University Choir (1)**

This is a continuation of MUS 435.

**MUS 437 Bel Canto Ladies' Choir (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 438 Bel Canto Ladies' Choir (1)**

This is a continuation of MUS 437.

**MUS 440 Instrumental Pedagogy (2)**

Students study the methods and materials used in teaching brass, woodwind, string, or percussion instruments. The area of emphasis is determined by the student's specialization.

**MUS 441 Music in Worship (3)**

Students survey the history and practice of the use of music in worship services. Emphasis is given to the development of both liturgical and nonliturgical forms of worship. Students are involved in learning effective worship planning as they study the role of the minister, director of music, and organist.

**MUS 442 Church Music Administration (2)**

Students explore the process of developing the music program of the local church and the relationship of the minister of music to the congregation, music committee, and pastor. A graded choir program, equipment, and general organization are examined.

**MUS 443 Vocal Pedagogy (2)**

This course covers the study of teaching methods and practices in voice, detailed study of the vocal instrument, and sessions working one-on-one with a beginning voice student.

**MUS 444 Seminar in Church Music (2)**

This course is a research seminar dealing with contemporary problems in church music. An in-depth investigation of specific church music programs and supervised student assignments involving leadership in the music program of local churches is offered.

**MUS 445 Service Playing (2)**

This course shows the church musician how to handle the keyboard instruments in various church situations, including weddings, funerals, communions, and aspects of traditional services.

**MUS 446 Issues in Church Music (2)**

This course provides an analysis of current issues in church music and acquaints students with contemporary worship practices. The curriculum aids students in the evaluation of today's issues from an historical perspective.

**MUS 447 Church Music Internship (2)**

Students who desire experience in a church music program should take this practicum. Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs. *Prerequisites: any two of the following: MUS 442, MUS 444, MUS 446*

**MUS 449 Concert Band (1)**

As part of APU's Concert Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. *A minimum GPA of 2.0 is required.*

**MUS 450 Concert Band (1)**

This is a continuation of MUS 449.

**MUS 452 Symphonic Music (3)**

Designed as a study of the development of symphonic or orchestral music, the course covers the 18<sup>th</sup> century to the present.

**MUS 453 American Music (3)**

Students study the development of American music from early psalmody to contemporary expressions. Music on the frontier, in urban culture, American education, and the Church is explored. A survey of the music of prominent American composers from William Billings to John Cage is included. *The course is open to nonmusic majors with the instructor's consent.*

**MUS 455 Late Romantic and 20<sup>th</sup> Century Music Literature (3)**

Course content provides a continuation of MUS 352 with emphasis upon the Late Romantic and 20<sup>th</sup> century periods. American music and implications of recent developments, including computer and experimental music, are also included. *Meets the general studies requirement elective in Aesthetics and the Creative Arts.*

**MUS 456 Choral Literature (2)**

Students survey choral compositions from the Renaissance to the present. The course emphasizes the representative works from each of the major historical periods.

**MUS 457 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 356.

**MUS 458 Chamber Ensemble – Strings (1)**

This is a continuation of MUS 457.

**MUS 459 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 358.

**MUS 460 Chamber Ensemble – Brass (1)**

This is a continuation of MUS 459.

**MUS 462 Seminar in Conducting (2)**

Students study special problems in conducting, conduct choral and instrumental ensembles, observe rehearsals and performances under a master conductor, and research the historical aspects of conducting. *Prerequisites: MUS 361 and MUS 362*

**MUS 464 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 360.

**MUS 465 Chamber Ensemble – Woodwind (1)**

This is a continuation of MUS 464.

**MUS 466 Audio and Acoustics (3)**

This survey course is geared toward students who seek acquaintance with basic concepts of acoustical conditions, electronics, sound systems, and recording techniques.

**MUS 469 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 366.

**MUS 470 Chamber Ensemble – Percussion (1)**

This is a continuation of MUS 469.

**MUS 475 Male Chorale (1)**

*Entrance is gained by audition only.* Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. *A minimum GPA of 2.0 is required.*

**MUS 476 Male Chorale (1)**

This is a continuation of MUS 475.

**MUS 478 Gospel Choir (1)**

This is a continuation of MUS 346. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 479 Gospel Choir (1)**

This is a continuation of MUS 478. *Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.*

**MUS 483 Handbell Choir (1)**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. *A minimum GPA of 2.0 is required.*

**MUS 486 Opera Workshop: Lead Roles and Minor Roles (1)**

Admission to this class is determined by the director. Students study, prepare, and perform entire operas or selected portions and receive coaching in the dramatic and musical aspects of performance.

**MUS 487 Handbell Choir (1)**

This is a continuation of MUS 483.

**MUS 489 Wind Ensemble (1)**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. *A minimum GPA of 2.0 is required.*

**MUS 490 Wind Ensemble (1)**

This is a continuation of MUS 489.

**MUS 495 Production Techniques (2)**

The intent of this class is to work in production teams to produce a musical recording project. Each team includes students oriented towards arranging, engineering, music business, and performance. They take on a large project, divide the production tasks, and learn to work as a production team. Topics include session and arrangement planning, budgeting, contracting, preproduction techniques, recording of acoustic and electronic instruments, work process and synchronization, final mix, and mastering. Students are given a "budget" to stay within and use realistic figures for studio time, musicians, tape costs, etc. This is meant to be a shared project, with each student contributing particular skills and orientation to the final product, which can be used as a demonstration of the student's abilities and capacity for working in a production team. As a final step, each student evaluates others on the same production team. *Prerequisites: MUS 327 and MUS 428; or MUS 323 and MUS 328; or 10 units applied study and 1 unit each Jazz Ensemble and Improvisation; or BUSI 110 and MUS 338*

**MUS 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

**MUS 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

**MUS 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of creative output or research, synthesis, analysis, and communication. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing. The thesis or project may result in formal thesis, published article, electronic media, or annotated recital. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisites: upper-division writing intensive course completed or instructor's permission; and junior or senior standing*

*For a description of other courses offered by various departments, please consult that section of the catalog.*





# School of Nursing



**Nursing** 307

**RN to BSN Accelerated  
Degree Program** 313

# School of Nursing

## Faculty

*Dean and Professor: Rose Liegler, Ph.D.*

*Chair, Undergraduate Program; and Assistant Professor: Shila Wiebe, MSN*

*Assistant Director, Undergraduate Program; and Associate Professor: Vicky Bowden, DNSc*

*Director, Undergraduate Admissions; Director, Accelerated Degree Program; and Associate Professor: Connie Austin, M.A.Ed., MSN*

*Director, Continuing Education; and Clinical Instructor: Marilyn Klakovich, DNSc*

*Director of Recruitment and Professor Emeritus: Phyllis Esslinger, MS*

*Director, Neighborhood Wellness Center; and Associate Professor: Susan Smith, RNC, MN*

*Director, Academic Support and Nursing Computer Lab and Associate Professor: Anna Marie Hefner, MAEd., MSN, CPNP*

*Professors: Barbara Artinian, Ph.D.; Elaine Goehner, RNC, Ph.D. (part time); Marianne Hattar, DNSc; Aja Tulleners Lesh, Ph.D., NP*

*Assistant Professors: Catherine Hill, CCRN, MN; Renee Pozza, MSN, FNP; Karla Richmond, MSN*

*Instructors: Janet Brazner-Chandler, CNS, MSN; Pam Cone, MSN; Patricia Hanes, MSN; Kathleen Litton, MSN, FNP;*

*Lecturers and Clinical Instructors: Kim Baker-Peeke, MSN, FNP; Patrice Ballast, MSN; Janice Barlow, MSN; Leah Cleveland, Ed.D., CDE, CNS; Viann Duncan, MSN; Virginia Hart-Kepler, CS, MS, CFNP; Catherine Heinlein, MS, RD; Cindy Kayer, MSN; Judith Kerns, MSN; Margaret McMillan, M.A., RNC; Corrine McNamara, M.A.Ed.; Cathy McPhee, MSN; Grace Moorefield, RN, MSN; Bettye Myers, MSN, M.A.; Susan Navarro, MSN; Candy Nelson, MSN; Sherry Nolan, MSN; Julia Pusztai, MSN; Lorraine Ronga, MSN*

*Skills Lab Coordinator: Cindy Kayer, MSN*

*Skills Lab Supervisors: Elizabeth Lopez, MSN; Bettye Myers, MSN, M.A.*

## School Overview

The School of Nursing offers a four-year baccalaureate program, accredited by the National League for Nursing and the California State Board of Registered Nursing. The program enables the student to take the California Board of Registered Nursing examination for RN licensure. The graduate is eligible to apply for a California State Public Health Certificate. The program also offers options for registered nurses and licensed vocational nurses leading to a Bachelor of Science in Nursing degree.

## Nursing

### Program Outcome:

The graduate of Azusa Pacific University's baccalaureate program integrates faith and ethics as a skilled and knowledgeable practitioner, accountable professional, health care educator and advocate and coordinator of care.

- Utilizes a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
- Provides nursing care utilizing professional knowledge and core competencies (critical thinking, communication, assessment and technical skills) derived from a foundation of nursing science, general education, and religious studies.
- Demonstrates initiative for continual personal and professional growth and development.
- Functions independently and cooperatively, both as a leader and/or a member of the health care team, to manage and coordinate care.
- Acts as a patient educator and advocate to promote optimal health and well-being.

### Nursing programs include:

1. Bachelor of Science in Nursing (BSN) – four-year generic and three-year accelerated
2. Licensed Vocational Nurse to Registered Nurse (LVN to RN, 30-unit option)
3. Licensed Vocational Nurse to Bachelor of Science in Nursing (LVN to BSN)
4. Registered Nurse to Bachelor of Science in Nursing (RN to BSN)
5. Registered Nurse to Bachelor of Science in Accelerated Degree Program

## Admission to the Nursing Program

In addition to meeting the requirements for university admission, the applicant must meet the requirements for admission into the nursing program, as listed below.

### BSN Students

**High school applicants** must meet the following admission requirements:

1. Submit an application to the Office of Undergraduate Admissions with copies of all high school and college transcripts.
2. Submit letters of recommendation as required by the university and School of Nursing.
3. Submit to the Office of Undergraduate Admissions a one-page statement of professional goals in nursing and a list of work experience within the past two years.
4. Submit a report of a physical examination including TB test, Hepatitis B, MMR, and DT immunizations prior to enrollment in clinical nursing courses. (Physical exam forms are provided by the School of Nursing.)
5. Complete all applicable prerequisite courses with a grade of C or better including the following:
  - a. One year of high school chemistry (or CHEM 101 Introduction to Chemistry)
  - b. One year of high school biology (or BIOL 101 Fundamentals of Biology)
  - c. Two years of high school math (algebra or geometry). A math placement test is required unless it is waived by an SAT 1 math score of 540+ or ACT math score of 23+. SAT 1 math score of 600+ and ACT math score of 26+ waives the College Algebra course requirement, but does not grant credit for the course.

- d. Students with a verbal SAT 1 score below 580 must take a writing placement test in English during registration. SAT 1 verbal score does not waive the Freshman Writing Seminar requirement. An AP English score of 3 or better waives the Freshman Writing Seminar course.
6. Achieve a minimum cumulative high school grade-point average of 2.70.
7. The School of Nursing will guarantee admission to all President's Scholars who have a minimum 3.75 cumulative high school GPA and minimum combined Math/Verbal SAT score of 1200 (Math 600 and Verbal 600 minimum).

### **Transfer Students**

Transfer applicants who have completed college courses and/or nursing courses in nationally accredited nursing or other health care programs are evaluated individually and given credit for courses that meet the requirements. Up to 64 units of community college credit, and additional units from a university (per registrar's approval) may be transferred. When sufficient documentation is not available, some nursing courses may be challenged by the applicant. Students with transferable nursing courses must take UNRS 270 Theories and Concepts in Professional Nursing prior to any other nursing course at APU except UNRS 220 Health Assessment, which may be taken concurrently.

**Transfer applicants** must meet the following admission requirements:

1. Submit an application to the Office of Undergraduate Admissions with copies of all high school and college transcripts.
2. Submit letters of recommendation as required by the university and School of Nursing.
3. Submit to the Office of Undergraduate Admissions a one-page statement of professional goals in nursing and a list of work experience within the past two years.
4. Submit a report of a physical examination including TB test, Hepatitis B, MMR, and DT immunizations prior to enrollment in clinical nursing courses. (Physical exam forms are provided by the School of Nursing.)
5. Meet all applicable prerequisite courses with a grade of C or better including the following:
  - a. One year of high school chemistry (or CHEM 101 Introduction to Chemistry)
  - b. One year of high school biology (or BIOL 101 Fundamentals of Biology)
  - c. Two years of high school math (algebra or geometry). A math placement test is required unless it is waived by an SAT 1 math score of 540+ or ACT math score of 23+. SAT 1 math score of 600+ and ACT math score of 26+ waives the College Algebra course requirement, but does not grant credit for the course.
  - d. Students with a verbal SAT 1 score below 580 must take a writing placement test in English during registration. SAT 1 verbal score does not waive Freshman Writing Seminar requirement. An AP English score of 3 or better waives the Freshman Writing Seminar course.
6. Achieve a minimum cumulative college or university grade-point average of 2.70. (Students with a grade-point average of 2.60 or above may be admitted provisionally pending space availability.)
7. Submit proof of current CPR certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adults and children.

Transfer students with nursing credit must meet the requirements for transfer applicants above, plus:

1. Submit a letter of recommendation/academic standing from the dean/director of the previous school.
2. Submit course syllabi and catalog descriptions for all courses for which nursing transfer credit is requested.

Priority for fall admission to the School of Nursing will be given to students who have completed 12 units of study at APU prior to the **February 1** nursing application deadline, and are currently enrolled in APU's spring semester.

### Accelerated Students

Accelerated students who have completed 30 **transferable** semester units of college credit in prerequisite and general education courses, including three sciences (anatomy, physiology, and CHEM 111 equivalent or organic chemistry, with minimum grades of *C* or better [2.0 course grade-point average]), may apply to the accelerated program and complete the BSN Program of study in three calendar years.

Acceleration is based on units completed at the time of entrance, grade-point average, date of application, and space availability.

Accelerated applicants must meet the following admission requirements:

1. Submit applications to the Office of Undergraduate Admissions with copies of all high school and college transcripts.
2. Submit letters of recommendation as required by the university and School of Nursing.
3. Submit to the Office of Undergraduate Admissions a one-page statement of professional goals in nursing and a list of work experience within the past two years.
4. Submit a report of a physical examination, including TB test, Hepatitis B, MMR, and DT immunizations prior to enrollment in clinical nursing courses. (Physical exam forms are provided by the School of Nursing.)
5. Meet all applicable prerequisite courses with a grade of *C* or better including the following:
  - a. One year of high school chemistry (or CHEM 101 Introduction to Chemistry)
  - b. One year of high school biology (or BIOL 101 Fundamentals of Biology)
  - c. Two years of high school math (algebra or geometry). A math placement test is required unless it is waived by an SAT 1 math score of 540+ or ACT math score of 23+. SAT 1 math score of 600+ and ACT math score of 26+ waives the College Algebra course requirement, but does not grant credit for the course.
  - d. Students with a verbal SAT 1 score below 580 must take a writing placement test in English during registration. SAT 1 verbal score does not waive Freshman Writing Seminar requirement. An AP English score of 3 or better waives the Freshman Writing Seminar course.
6. Complete all prerequisite courses and all science and nursing courses to be transferred with a minimum grade of *C* (2.0 GPA) or better.
7. Achieve a cumulative grade-point average of 2.70 from accredited colleges or universities.
8. Submit proof of current CPR certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adults and children.

Priority for fall admission to the School of Nursing will be given to students who have:

a. completed 12 units of study at APU.

— and —

b. successfully completed anatomy, physiology, and chemistry prior to the end of the previous spring semester.

### Current APU Students Applying to the School of Nursing

**Current APU students** must meet the following admission requirements:

1. Priority for fall admission to the School of Nursing will be given to students who have completed 12 units of study at APU prior to the **February 1** nursing application deadline, who are currently enrolled in APU's spring semester, and hold a minimum cumulative grade-point average of 2.70.

2. CHEM 111, anatomy, and physiology must be completed with a C grade or better.
3. Applicants must have current CPR certification in Basic Cardiac Life Support (BCLS for Health Care Providers) for adults and children.

### **International Students**

**International students** are required to meet the same academic and admission requirements as other students.

1. International students must complete Freshman Writing Seminar, one of the four required sciences taken at an accredited U.S. university with a minimum grade of C, and achieve a cumulative grade-point average of 2.70 in all college courses completed at Azusa Pacific University after two semesters of full-time enrollment.
2. The admission requirement for international students with English as a second language (ESL) is a minimum TOEFL score of 550. The School of Nursing specifies that the TOEFL Test of Written English (TWE) and TOEFL Test of Spoken English (TSE) be included in the TOEFL assessment score since these are critical to success in nursing.

If there are no TOEFL scores of written and spoken English, the student will be referred to the Azusa Pacific University School of Intensive English (SIE) for successful completion of evaluation and required testing. If deemed necessary, additional ESL courses may be required. (Information about taking the TOEFL examination can be obtained by contacting the Office of International Student Services.)

### **LVN Students**

Two programs are available to the licensed vocational nurse (LVN): the LVN to BSN, and LVN to RN, a 30-unit option. Licensed vocational nurses are evaluated on an individual basis. Credit is given for general education courses that are transferable. The first-year nursing courses, PNRS 100 and UNRS 105, are waived for currently licensed LVNs.

LVN students must take UNRS 270 Theories and Concepts in Professional Nursing prior to any other nursing course at APU. See course requirements for the BSN student.

### **LVN to BSN**

See the admission policies for transfer applicants under the "BSN Students" section.

### **LVN to RN 30-Unit Option**

Students choosing this option are admitted as terminal nondegree students. Upon completion of the requirements of the 30-unit option with a grade of C or better in all courses, the student receives a certificate of completion, which establishes eligibility to take the California Board of Registered Nursing examinations for RN licensure as a nongraduate. Students should see a School of Nursing academic advisor for requirements.

Applicants must meet the following admission requirements:

1. Submit applications to the Office of Undergraduate Admissions with copies of all high school and college transcripts.
2. Submit letters of recommendation as required by the university and School of Nursing.
3. Submit to the Office of Undergraduate Admissions a one-page statement of professional goals in nursing and a list of work experience within the past two years.
4. Submit a report of a physical examination including TB test, Hepatitis B, MMR, and DT immunizations prior to enrollment in clinical nursing courses. (Physical exam forms are provided by the School of Nursing.)

## RN to BSN

Registered nurses from associate degree and diploma programs are encouraged to apply to the Azusa Pacific University Baccalaureate Nursing Program. When a cohort of 10 RN to BSN students apply, this program will be offered. Each applicant is individually evaluated and appropriate credit is given for previous education. Up to 96 units of transfer and challenge credit are allowed, with a maximum of 64 units transferred from a junior college. A total of 126 semester units are required for a BSN degree. Challenge exams are available for nursing courses UNRS 210, UNRS 212, UNRS 310, UNRS 313, and UNRS 314. In addition, challenge examinations are available in general education and nursing courses (Health Assessment, Pathophysiology, Nutrition, and Nursing Research) for applicants who wish to receive credit for knowledge gained through prior education. Up to a total of 30 units of challenge credit may be utilized for the BSN Program. Registered nurses must meet the general education requirements of the nursing program. Applicants must be currently licensed in the state of California.

Nursing Course Requirements for the RN to BSN Program			29 units
UNRS	220	Health Assessment*	3
UNRS	270	Theories and Concepts in Professional Nursing*	2
UNRS	306	Theoretical Frameworks for Nursing	3
UNRS	325	Nursing Research*	2
UNRS	367	Pathophysiology*	3
UNRS	446	Theory and Practice in Community Health Care Systems**	6
UNRS	447	Nursing Leadership in Acute Care Settings**	6
UNRS	496	Senior Seminar: Ethics and Issues in Health Care^	4

\*Prerequisites for UNRS 446/447

\*\*Prerequisite: one year of clinical practice as a RN and completion of all challenge exams

\*\*\*Upper-division writing requirement

^Meets a general studies requirement.

## Additional Information

### Uniforms

Students in the baccalaureate program are required to follow the School of Nursing uniform and dress code at all times during clinical practicum. A nursing uniform with a School of Nursing patch and name tag are acceptable attire.

### Fees and Other Costs

Nursing students are charged a laboratory fee for each course with a laboratory or practicum. Worker's compensation, ERI testing, and nursing liability insurance (which covers only the clinical practicum associated with the School of Nursing clinical courses) are included in the lab fee.

### Transportation

Certain clinical experiences in the nursing program may require that the student have a valid driver's license, an automobile for personal use, and evidence of public liability insurance. Nursing students must provide their own transportation to and from clinical facilities or activities.

### Curriculum

Copies of the course requirements and schedule for nursing majors are available from the School of Nursing. Several nursing courses are offered sequentially and have prerequisites; therefore, it is important for students to follow this schedule when registering for classes. Any questions regarding the schedule should be directed to the School of Nursing.



**The School of Nursing reserves the right to change the curriculum and degree requirements as deemed necessary to maintain a high quality program.**

**Nursing Courses Required for the Nursing Major 62-74 units**

PNRS	100	Introduction to Professional Nursing	1
UNRS	105	Foundations of Professional Nursing (or UNRS 270)	5
UNRS	113	Pharmacology	1
UNRS	210	Nursing Care in Maternal, Newborn, and Women's Health	6
UNRS	212	Nursing Care of Adults and Elderly	6
UNRS	220	Health Assessment	3
UNRS	260	Nutrition	2
UNRS	270	Theories and Concepts in Professional Nursing (or UNRS 105)	2
UNRS	300	Stress Theory*	3
UNRS	306	Theoretical Frameworks for Nursing	3
UNRS	310	Mental Health Nursing	3
UNRS	313	Restorative Nursing	3
UNRS	314	Nursing Care of Children and Young Adults	6
UNRS	325	Nursing Research	2
UNRS	367	Pathophysiology	3
UNRS	401	Systems Theory in Nursing	2
UNRS	410	Community Health Nursing	6
UNRS	411	Advanced Nursing Care of Adults/Leadership	6
UNRS	446	Theories and Practice in Community Health Care Settings (for RN to BSN)	6
UNRS	447	Nursing Leadership in Acute Care Systems (for RN to BSN)	6
UNRS	496	Senior Seminar: Ethics and Issues in Health Care*	4

\*Meets a general studies requirement. (Fall '02 is the last semester this course will be offered.)

**Nursing Courses Elected/Recommended for the Nursing Major**

UNRS	380	Transcultural Health Care Outreach	2
UNRS	381	Transcultural Health Care Outreach – Practicum	1
UNRS	400	Advanced Practice: Professional Studies and Communication Skills (limited to senior nursing students interested in pursuing graduate studies; requires cumulative GPA of 3.0 or better)	3
UNRS	436	Fundamentals of Case Management	3
UNRS	497	Readings	1-4
UNRS	498	Directed Research	1-4
UNRS	499	Thesis/Project	1-4

Selected graduate nursing courses require a cumulative grade-point average of 3.0 or better.

**Support Courses and General Studies Requirements for the Nursing Major**

BIOL	220	General Microbiology	4
BIOL	250	Human Anatomy	4
BIOL	251	Human Physiology	4
CHEM	111	Organic Chemistry for the Health Sciences*	2
CHEM	112	Biochemistry for the Health Sciences*	1
CHEM	114	Laboratory for Health Services*	1
COMM	111	Public Communication*	3
CSA	101	Beginnings	1
ENGL	110	Freshman Writing Seminar*	3
ENGL	XXX	(English Literature core)*	3
MATH	110	College Algebra*	3
PHIL	XXX	(core requirement)*	3
PSYC	110	General Psychology*	3
PSYC	290	Human Growth and Development*	3
PSYC	350	Applied Statistics	3
SOC	358	Human Diversity	3
<b>— or —</b>			
GLBL	301	Anthropology and Everyday Living*	3
<b>— or —</b>			
GLBL	310	Intercultural Communication*	3
Heritage and Institutions (core requirement)*			3
PE	XXX	Fitness for Life*	1
Aesthetics and the Creative Arts (core requirement)*			3
God's Word and the Christian Response			
Religion core requirements (includes core units of ethics in UNRS 496)*			18
University Skills Foreign Language requirement (unless waived by proficiency testing)*			8
Elective	(If Math 110 is successfully waived)		3

\*Meets a general studies requirement.

NOTE: Upper-division writing intensive and senior seminar requirements are met in nursing courses.

**Accelerated Degree: RN to BSN in Nursing****Introduction**

This RN to BSN Accelerated Degree Program leading to a Bachelor of Science in Nursing is a unique alternative to the traditional method of pursuing a college degree. It is designed specifically for adult learners who have an RN license and desire to complete their baccalaureate degree while continuing to work. The program is a field-based modular design, delivered to cohort groups. Each cluster will have a primary advisor who will provide system guidance, direct special projects, and serve as mentor to individual learners.

Prospective students include those working at area hospitals and RNs working in other health care facilities. Eligible students are 25 years of age or older and have five or more years of significant work experience with at least two years spent as a practicing RN. They may be currently working in the nursing profession or have prior experience in nursing.

The RN to BSN accelerated degree track is based on the same philosophy, purposes, graduate characteristics, and conceptual framework as the traditional undergraduate track. However, in recognition of the special needs of the working adult, the curriculum is packaged to accommodate the adult student. The nursing courses are presented in sequence in a modular arrangement of content. Courses are designed to affirm personal and professional strengths. The teaching/learning process is collaborative – the experiences and insights which students bring are a vital part of classroom activities.

Learners join groups consisting of 16-24 students who progress through the courses together. Courses are taught sequentially, and the rich diversity of experiences which students bring to class results in lively discussions involving shared experiences. Because students stay with the same group throughout the program, they develop a strong rapport with other group members, who act as a support system through the completion of the degree.

Classes are offered one night a week for four hours. Courses vary in length from 5 to 10 weeks. The same night of the week is used for a group throughout the program. Clinical experiences for specific courses are arranged at other times during the week.

Students may complete their Bachelor of Science Degree in Nursing in approximately 15 months. In this accelerated format, a 40-semester unit curriculum is concentrated into 60 weekly four-hour class sessions. This customized program coordinates the students' class and work schedules and allows students to begin the program as it suits their schedules.

### Admission Requirements

A minimum of 126 semester units of credit are required for the B.S. degree. To be admitted to the 60-class-session Nursing (RN to BSN) Accelerated Degree Program, a student must:

- Be a registered professional nurse, licensed in California, and graduated from an accredited associate degree or diploma nursing program.
- Have a minimum of two years of work experience as a registered nurse. (If it has been more than five years since working as an RN, the Refresher Course must be taken.)
- Have a minimum of 60 transferable semester units from an accredited college or university.
- Submit official transcripts from all schools attended.
- Hold a grade-point average of 2.0 or above in the transferred courses.
- Provide a writing sample that demonstrates written communication skills.

Students will be asked to compile a portfolio of their extracollegiate learning derived from academic, personal, and professional experiences since high school. Students may earn up to 30 semester units for learning acquired through life experience. When the above requirements have been met, students will receive a letter of admission and statement of estimated accepted transfer credits.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

### Requirements for BNRS Graduation

<b>Prerequisite Courses</b>	<b>19 units</b>
Chemistry	3
Pharmacology (UNRS 113)	1
Human Anatomy (BIOL 250 – includes lab)	4
Human Physiology (BIOL 251 – includes lab)	4
Microbiology (BIOL 220 – includes lab)	4
Human Growth and Development (PSYC 290 – Lifespan)	3

**Support Courses and General Education Requirements 24 units**

Freshman Writing Seminar (ENGL 110) or English Composition	3
Public Communication	3
College Algebra (MATH 110)	3
General Psychology (PSYC 110)	3
Heritage and Institutions Requirements (history/civics/political science)	3
Language and Literature Requirement	3
Aesthetics and Creative Arts Requirement	3
Religion (general survey/introduction to biblical literature)	3

**Nursing Courses (Accelerated Degree Program) 40 units**

BNRS 271	Theories and Concepts in Professional Nursing	3
BNRS 221	Health Assessment	3
BNRS 303	Adult Development and Learning Assessment	3
BNRS 307	Theoretical Frameworks for Nursing	3
BNRS 326	Nursing Research and Statistics	3
BNRS 368	Pathophysiology	3
BNRS 412	Christian Worldview and the Profession of Nursing	3
BNRS 448	Leadership in Acute Care Settings	6
BNRS 449	Theory and Practice in Community Health Care	6
BNRS 497	Ethics/Issues in Healthcare	4
SOC 358	Human Diversity	3

**Course Descriptions****PNRS 100 Introduction to Nursing Science (1)**

This pre-nursing course provides an overview of nursing to increase the student's awareness of various nursing opportunities. The course emphasis is on the roles of nursing in a changing health care environment. Professionalism, accountability, and spirituality are included.

**UNRS 105 Foundations of Professional Nursing (5)**

LECTURE, 3 HOURS; PRACTICUM, 6 HOURS

This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including the Intersystem Model, interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing skills needed to provide health care to the healthy elderly and adults with immobility problems. *Accelerated and four-year generic track prerequisites: BIOL 250, CHEM 111; CHEM 114; PNRS 100; additional prerequisites for accelerated program: BIOL 251, CHEM 112 (or corequisite), UNRS 113 (or corequisite), and acceptance into the accelerated nursing program; corequisites for four-year generic track: BIOL 251, CHEM 112, and UNRS 113*

**UNRS 113 Pharmacology (1)**

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology, and specifics of the major drug classifications. *Prerequisites: credit in organic chemistry, inorganic chemistry, and biochemistry (CHEM 111, CHEM 112 and CHEM 114), and BIOL 250; or corequisites: BIOL 251 and CHEM 112*

**UNRS 210 Nursing Care in Maternal, Newborn, and Women's Health (6)**

LECTURE, 2 HOURS; PRACTICUM, 12 HOURS

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences. *Prerequisites: BIOL 250, BIOL 251, CHEM 111, CHEM 112, CHEM 114, PSYC 290 (or corequisite), UNRS 105 or UNRS 270, UNRS 113, UNRS 220 (or corequisite), and UNRS 260 (or corequisite)*

**UNRS 212 Nursing Care of Adults and Elderly (6)**

LECTURE, 2 HOURS; PRACTICUM, 12 HOURS

This course involves application of biological, psychosocial, and spiritual concepts to adult and elderly clients experiencing the stress of an acute or chronic alteration in physical health. Specific concepts of gerontology and development are discussed related to the medical-surgical setting. Nursing process is utilized to provide care to one or two clients within the health care delivery system of an acute hospital and a skilled nursing facility. *Prerequisites: BIOL 250, BIOL 251, CHEM 111, CHEM 112, CHEM 114, PSYC 290 (or corequisite), UNRS 105 or UNRS 270, UNRS 113, UNRS 220 (or corequisite), and UNRS 260 (or corequisite)*

**UNRS 220 Health Assessment (3)**

LECTURE, 2 HOURS; LABORATORY, 3 HOURS

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical-examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. RNs take this course in the summer. *Prerequisite(s): BIOL 250, BIOL 251, and UNRS 105, or UNRS 270 (for transfer students); corequisite: UNRS 210 or UNRS 212*

**UNRS 260 Nutrition (2)**

Functions of nutrients and the consequences of their deficiencies and excesses in the body are explored. Students are introduced to a variety of tools for planning and evaluating diets including a computer diet analysis. Application of nutrition concepts are interweaved into healthcare and fitness conditions. Students look at the prevention of chronic disease as it relates to proper nutrition and adequate exercise. *Prerequisite(s): CHEM 111, CHEM 112, CHEM 114 or instructor approval if a nonnursing major; corequisite: UNRS 210 or UNRS 212*

**UNRS 270 Theories and Concepts in Professional Nursing (2)**

This "bridge" course is designed for transfer students who are not required to take UNRS 105 (LVNs and RNs entering the baccalaureate nursing program). It provides an introduction to the theories and concepts of professional nursing. The Intersystem Model is presented and utilized as the basis for the nursing process as applied to nursing clients. The content also includes discussion of current issues and trends in nursing and compilation of a professional portfolio. *Prerequisite: acceptance into the nursing program*

**UNRS 300 Stress Theory (3)**

This course focuses on concepts of stress theory, stress management, and self-care nursing. Emphasis is placed upon the interrelatedness between health, stress, and spirituality. Stress reactions which affect individuals throughout the lifespan are discussed. Experiential learning activities assist the student to examine and manage personal stress responses and to assist others in understanding and adapting to stress. *Meets the general studies elective requirement in Identity and Relationships. Prerequisites: BIOL 220; PSYC 290; and junior standing; concurrent enrollment in UNRS 310 and UNRS 313 recommended. Fall 02 is the last semester this course will be offered.*

**UNRS 306 Theoretical Frameworks for Nursing (3)**

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models. It is recommended that the course be scheduled concurrently with UNRS 310/313. *Meets the general studies requirement of an upper-division writing intensive course. Prerequisites: junior standing, BIOL 220, PSYC 110, and PSYC 290*

**UNRS 310 Mental Health Nursing (3)**

LECTURE, 2 HOURS; PRACTICUM, 12 HOURS FOR A 7-WEEK ROTATION

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders. *Prerequisites:* BIOL 220; PSYC 110; PSYC 290; UNRS 105 or UNRS 270; UNRS 210; UNRS 212; UNRS 220; and UNRS 260; *corequisite:* UNRS 306

**UNRS 313 Restorative Nursing (3)**

LECTURE, 2 HOURS; PRACTICUM, 12 HOURS FOR A 7-WEEK ROTATION

This course enables the student to focus on integrating biological, psychosocial, and spiritual care of an adult or geriatric client with a long-term health problem. The mental health and spiritual concepts are emphasized. Students are assigned to a rehabilitation or restorative setting. *Prerequisites:* BIOL 220; PSYC 110; PSYC 290; UNRS 105 or UNRS 270; UNRS 210; UNRS 212; UNRS 220; and UNRS 260; *corequisite:* UNRS 306

**UNRS 314 Nursing Care of Children and Young Adults (6)**

LECTURE, 2 HOURS; PRACTICUM, 12 HOURS

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family. *Prerequisites:* BIOL 220; PSYC 290; UNRS 105 or UNRS 270; UNRS 210; UNRS 212; UNRS 220; UNRS 260; *corequisite:* UNRS 367

**UNRS 325 Nursing Research (2)**

LECTURE, 1 1/2 HOURS; PRACTICUM, 11/2 HOUR

This course introduces the steps in the research process. It focuses on research questions, terms, and research design. RNs take this course in the summer. *Prerequisites:* senior standing, MATH 110, PSYC 350, UNRS 306, UNRS 310, UNRS 313, UNRS 314, UNRS 367; *corequisites:* UNRS 410 and UNRS 411

**UNRS 367 Pathophysiology (3)**

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized. It is recommended that this course be scheduled concurrently with UNRS 314. RNs take this course in the summer. *Prerequisites:* BIOL 220, BIOL 250, BIOL 251, CHEM 111, CHEM 112, CHEM 114, UNRS 113, UNRS 220, UNRS 260, and junior standing; *corequisite:* UNRS 314

**UNRS 380 Transcultural Health Care Outreach (2)**

This course provides an opportunity for nursing and nonnursing students to explore and understand theoretically based transcultural health care practices. The content serves to stimulate discussion and identify personal perspectives and individual cultural values as well as methods and frameworks appropriate to the development of knowledge related to the health care of individuals, families; and communities. *Prerequisite:* UNRS 212 or instructor's permission for nonnursing majors; SOC 358 or GLBL 305 highly recommended

**UNRS 381 Transcultural Health Care Outreach – Practicum (1)**

This course provides an opportunity for nursing and nonnursing students to participate in service and learning in another culture as part of a health care team. It is intended to promote the delivery of health care and health education to underserved populations. *Prerequisite:* UNRS 380 (or corequisite), UNRS 212, or instructor's permission for nonnursing majors

**UNRS 400 Advanced Practice: Professional Studies and Communication Skills (3)**

This course is designed as a preparatory course for students undertaking, or planning to seek, graduate education in the pursuit of an advanced practice role. The course presents an overview of issues and trends in United States health care delivery systems and models as they relate to the evolution of advanced practice nursing and explores the potential for employment. Further, the course provides an exploration of the expectations of students in nursing graduate study with special emphases on oral and written professional communication skills. *Prerequisite: instructor s permission*

**UNRS 401 Systems Theory in Nursing (2)**

This course emphasizes systems theory as applied to a variety of health care systems and organizations encountered by professional nurses in various roles. Other core concepts relevant to the clinical setting are presented with a systems approach. It is recommended that this course be scheduled concurrently with UNRS 411. *Prerequisites: UNRS 306, UNRS 310, UNRS 313, UNRS 314*

**UNRS 410 Community Health Nursing (6)**

LECTURE, 2 HOURS; PRACTICUM, 12 HOURS

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care, is included. *Prerequisites: UNRS 306, UNRS 310, UNRS 313, UNRS 314, UNRS 325 (or corequisite), UNRS 367, UNRS 496 (or corequisite), SOC 358 or GLBL 301 or GLBL 310 (or corequisites), and senior standing*

**UNRS 411 Advanced Nursing Care of Adults – Leadership (6)**

LECTURE, 2 HOURS; PRACTICUM, 12 HOURS

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The first area of focus is caring for critically ill clients and their families with complex health needs in a critical-care setting. The second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients in a medical-surgical setting. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included. *Prerequisites: UNRS 306, UNRS 310, UNRS 313, UNRS 314, UNRS 325 (or corequisite), UNRS 367, UNRS 401 (or corequisite), and SOC 358 or GLBL 301 or GLBL 310 (or corequisites)*

**UNRS 436 Fundamentals of Case Management (3)**

THEORY, 2 UNITS; PRACTICUM, 1 UNIT

This is an introductory course for senior-level students covering the principles of case management, roles and responsibilities of the case manager, case management tools, plans and methods, issues (including legal ones), and how case management improves patient and hospital outcomes. It is designed to give an overview of what case management is and how a nurse can utilize these tools and skills to advance clinical practice. It is an elective course. *Prerequisites: PSYC 350 and UNRS 325 (or corequisite)*

**UNRS 446 Theory and Practice in Community Health Care Systems (6)**

LECTURE, 3 HOURS; PRACTICUM, 9 HOURS

This is one of two courses offered for the RN who seeks a baccalaureate degree in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory, is emphasized. A beginning practice in the utilization of nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with

community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families are essential course components. A review of legal mandates for practice, as well as discussion of ethical dilemmas and issues related to high quality nursing care, are included. Specific content varies based on the student's prior education and experience. *Prerequisites:* SOC 358, UNRS 220, UNRS 270, UNRS 325 (or corequisite), UNRS 367, senior standing in the nursing major, completion of all ERI and School of Nursing Challenge Exams, and one year of clinical practice as an RN

#### **UNRS 447 Senior Seminar: Nursing Leadership in Acute Care Settings (6)**

LECTURE, 4 HOURS; PRACTICUM, 6 HOURS

This is one of two courses offered for the RN who seeks a baccalaureate degree in nursing. The course synthesizes selected information presented in the generic baccalaureate program for presentation in a condensed format. The course addresses the development and nature of today's health care systems and associated nursing issues in the United States. The content also familiarizes the student with major nursing roles: leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the interdependent relationship between the health care system and advocate. *Prerequisites:* UNRS 220, UNRS 270, UNRS 325, UNRS 367, senior standing in the nursing major, completion of all ERI and School of Nursing Challenge Exams, and one year clinical practice as an RN

#### **UNRS 496 Senior Seminar: Ethics and Issues in Health Care (4)**

The focus of this course is on the integration of Christian faith, ethical issues, and professional concerns which confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, quality of health, access to health care, education of the health care professionals, and consumerism with ethical concerns are investigated. This course also contains a comprehensive paper written on a bioethical issue which meets the senior writing requirement. Each week there is a discussion period around ethical concerns which correlates to the material presented in class. It is recommended that this course be scheduled concurrently with UNRS 410. *Meets the general studies requirement of a senior seminar. Prerequisites:* UNRS 306, UNRS 310, UNRS 313, UNRS 314, UNRS 325 (or corequisite) and UNRS 367; senior standing; and completion of the majority of the units required for God's Word and the Christian Response

#### **UNRS 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

#### **UNRS 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite:* junior or senior standing

#### **UNRS 499 Thesis/Project (1-4)**

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisites:* upper-division writing intensive course completed or instructor's permission; and junior or senior standing



## **RN to BSN Accelerated Degree Program**

### **BNRS 221 Health Assessment (3)**

This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built.

### **BNRS 271 Theories and Concepts in Professional Nursing (3)**

This course is designed to provide an introduction to theories and concepts of professional nursing. Focus is on utilizing the Intersystem Model for nursing process, group dynamics, group conflict, and techniques to analyze and solve problems.

### **BNRS 303 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

### **BNRS 307 Theoretical Frameworks for Nursing (3)**

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models. It is recommended that the course be scheduled concurrently with UNRS 310/313. *Meets the general studies requirement of an upper-division writing intensive course. Prerequisites: enrollment in the accelerated degree program*

### **BNRS 326 Nursing Research and Statistics (3)**

This course presents the essential concepts of the research process to enable nursing students to critique research reports and apply research findings from nursing and other disciplines in clinical practice. It introduces the students to the scientific method as a way of knowing and the research process as a tool of science. It acquaints the students with the stages of the research process, the use of basic statistical techniques in answering nursing research questions, the principles of applying the research process to nursing practice, and the ethics for conducting research. Students have hands-on experience in the use of the computer and statistical programs for data analysis.

### **BNRS 368 Pathophysiology (3)**

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

### **BNRS 412 Christian Worldview and the Profession of Nursing (3)**

Students develop an articulated Christian worldview, which can be applied to the broader issues of society. They develop an integrated approach to nursing and the common good, and formulate responses to the worldview aspect of current professional and social issues.

### **BNRS 448 Leadership in Acute Care Settings (6)**

This course synthesizes selected information presented in the generic baccalaureate program for presentation in condensed format. The course addresses the development and nature of today's health care systems and associated nursing issues in the United States. The content also familiarizes the student with major nursing roles: leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the interdependent relationship between the health care system and advocate.

**BNRS 449 Theory and Practice in Community Health Settings (6)**

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory is emphasized.

**BNRS 497 Ethics/Issues in Health Care (4)**

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, that confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, education of the health care professional, and consumerism with ethical concerns are investigated. This course also contains a comprehensive paper written on a bioethical issue, which meets the senior writing requirement. Each week there is a discussion period around ethical concerns, which correlates to the material presented in class.

*For a description of other courses offered by various departments, please consult that section of the catalog.*



# C. P. Haggard School of Theology



<b>Religion and Philosophy</b>	<b>324</b>
<b>Biblical Studies</b>	<b>325</b>
<b>Christian Ministries</b>	<b>326</b>
<b>Philosophy</b>	<b>326</b>
<b>Theology</b>	<b>327</b>
<b>Accelerated B.S. in Christian Leadership</b>	<b>328</b>

# Department of Religion and Philosophy

## Faculty

*Chair and Professor: William Yarchin, Ph.D.*

*Professors: Bruce Baloian, Ph.D.; John Culp, Ph.D.; Keith Reeves, Ph.D.; Steve Wilkens, Ph.D.; Gerald Wilson, Ph.D.*

*Assistant Professors: Heather Ackley, Ph.D.; Junia Pokrifka-Joe, STM, M.Div.; Kara Eckmann Powell, Ph.D.; Richard Pritchard M. Div., M.Ed.; Paul Shrier, M.A.; Kathryn J. S. Smith, Ph.D.; Daniel Speak, M.A.; Kenneth L. Waters, Ph.D.; Telford Work, Ph.D.*

## Department Overview

The Department of Religion and Philosophy offers courses of study that encourage the search for truth about God, human existence in relationship to God, and the world as God's creation. Students are guided in this search through an analysis of the Christian Scriptures, historical and contemporary statements of Christian belief, human experience of God and the world, and rational reflections on the nature of reality by great thinkers – both past and present. The goal of this study is to prepare men and women for service to God, as either lay or professional ministers in His Kingdom. Academic study is therefore balanced with a concern for individual involvement in practical ministry.

The department offers four major courses of study (biblical studies, Christian ministries, philosophy, and theology); seven minors (biblical studies, Christian ministries, Greek, philosophy, religion, and culture, and theology); one special program (Certificate of Distinction in Biblical Studies); and a cooperative program with Jerusalem University College in Israel. This department also provides the curriculum and instruction for degree completion of the Bachelor of Science in Christian Leadership. Each major course of study builds on the general studies requirement in God's Word and the Christian Response (18 units). Transfer students take the number of units required by the registrar. Courses are selected from the list of core courses for general studies in consultation with a departmental advisor. The philosophy major adds 24 units of specialized upper-division study in philosophy, and the three majors in religion (biblical studies, Christian ministries, and theology) add core courses in religion and philosophy (15 units) and a specialization of upper-division courses in the major (15 units). Courses used to meet the general studies requirement in God's Word and the Christian Response cannot be used to meet the additional core or specialization requirements of the majors. In general, correspondence courses are not accepted as fulfillment of religion or philosophy requirements. However, a student may petition to have three correspondence units count toward his/her major or minor upon department approval. The course(s) must match existing courses, and the student may be asked to pass an exam. Double majors require 24 units which are distinctive to each major. Each minor course of study requires 12 units of upper-division work in the area of the minor.

## General Studies “God’s Word and the Christian Response” Courses for All Majors in Religion 21 units

UBBL	100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
UBBL	230	Luke/Acts	3
UBBL	XXX	Any UBBL General Studies Bible course	3
CMIN	108	Foundations of Ministry	3
PHIL	220	Introduction to Philosophy	3
THEO	303	Theology and the Christian Life	3
THEO	496	Senior Seminar: Theology and Social Issues	3
<b>— or —</b>			
PHIL	496	Senior Seminar	3

Students transferring into the university may waive some of the general studies God’s Word and the Christian Response requirements for the major as follows: sophomore standing, 3 units; junior standing, 9 units; and senior standing, 12 units. The specific courses waived are selected in consultation with the departmental faculty advisor. Religion and philosophy majors must maintain a minimum 2.5 cumulative grade-point average from all courses for the major.

## Biblical Studies

### Introduction

The biblical studies major combines a broad background in philosophy and Christian theology and ministries with a solid foundation in the Bible. Graduates are furnished with a biblical basis for Christian ministry and evangelism and prepared for future graduate study in the Bible and Christian theology.

### Career Opportunities

The biblical studies major provides students with tools for continued education either at a seminary or a university. Graduates have also assumed positions in churches and Christian organizations where knowledge and understanding of the Scripture are essential.

## Requirements for the Biblical Studies Major 30 units

The biblical studies major can be earned by completing the 15 units of prerequisite courses in religion and philosophy and 15 upper-division units of specialization in biblical studies (which may include upper-division Hebrew and Greek).

<b>Prerequisite Courses</b>			<b>15 units</b>
CMIN	206	Introduction to Christian Education	3
THEO	353	Church History	3
THEO	363	Contemporary Christian Thought*	3
<b>— or —</b>			
THEO	405	Practical Theology – Practicum I	3-4
UBBL	3XX-4XX	Biblical Studies Elective	3
<b>— and —</b>			
PHIL	310	History of Ancient and Medieval Philosophy	3
<b>— or —</b>			
PHIL	320	History of Modern Philosophy	3

## Upper-Division Biblical Studies Courses 15 units

## Christian Ministries

### Introduction

The Christian ministries major provides the student with a broad perspective in the field of religion and academic preparation involving both theory and professional training. Graduates are prepared for more specialized graduate study and given the conceptual and technical resources for effective service in Christian ministry. Courses are available in Christian education, missions, pastoral work, urban ministry, and youth ministry.

### Career Opportunities

Graduates with a Christian ministries major have assumed positions in local churches as pastors, directors of Christian education, and youth pastors, in Christian schools as teachers and administrators, and in parachurch organizations as leaders and staff members in the United States and other countries.

### Requirements for the Christian Ministries Major 30 units

The Christian ministries major may be earned by completing 15 units of prerequisite courses and 15 upper-division units in Christian ministries approved courses.

Prerequisite Courses			15 units
CMIN	206	Introduction to Christian Education	3
THEO	353	Church History*	3
THEO	405	Practical Theology – Practicum I	3-4
UBBL	3XX-4XX	Biblical Studies Elective	3
— and —			
PHIL	310	History of Ancient and Medieval Philosophy	3
— or —			
PHIL	320	History of Modern Philosophy	3

### Upper-Division Christian Ministries Approved Courses 15 units

Must take THEO 410 Practical Theology – Practicum II\*

## Philosophy

### Introduction

Philosophy and religion are closely allied in the history of civilization. The philosophy major offers the student historical perspectives on philosophical concepts, principles for careful thought, and study of specific topics. The student is prepared for graduate study in philosophy or a number of related fields, and for careful reflection on the needs of current societies.

### Career Opportunities

Traditionally, graduates have pursued further study in fields such as philosophy, religion, law, education, and business. When combined with course work and experience in areas such as business, political science, or education, graduates with the philosophy major may assume positions of leadership in corporations, government, and education.

### Requirements for the Philosophy Major 27 units

To complete the philosophy major, the student must take PHIL 220 Introduction to Philosophy and 24 units of upper-division work in philosophy.

# Theology

## Introduction

Theology addresses the true vocation of Christian believers, following after Christ Jesus and exploring the meaning of faith in Christ. The theology major serves any student who feels the call to a deeper understanding of God, Christian faith, and life. It aids in preparing the student for service and lay leadership in the Christian community.

## Career Opportunities

The theology major provides students with tools for continued education at either a seminary or university. Graduates have also assumed positions in Christian organizations where knowledge and understanding of theology are essential.

## Requirements for the Theology Major 30 units

The theology major may be earned by completing 15 units of core courses and 15 upper-division units in theology.

### General Education Requirements

- Two semesters of the same language or equivalent – German or French recommended
- THEO 303 Theology and the Christian Life
- All other general education requirements

### Prerequisite Courses 15 units

CMIN	206	Introduction to Christian Education	3
THEO	353	Church History	3
THEO	363	Contemporary Christian Thought	3
— or —			
THEO	405	Practical Theology – Practicum I	3-4
UBBL	XXX	Upper-Division Biblical Studies Elective	3
— and —			
PHIL	310	History of Ancient and Medieval Philosophy	3
— or —			
PHIL	320	History of Modern Philosophy	3

### Upper-Division Theology Courses 15 units

PHIL	410	Philosophy of Religion	3
UBBL	460	Theology of the Old Testament*	3
UBBL	461	Theology of the New Testament*	3
Upper-Division Theology Courses			6



**Biblical Studies Minor** **12 units**

The minor consists of 12 upper-division units in biblical studies. May also include upper-division Greek or Hebrew.

**Christian Ministries Minor** **12 units**

The minor consists of 12 upper-division units in approved Christian ministries courses. Please see the department office for the approved course list.

**Greek Minor** **12 units**

The Greek minor consists of 12 upper-division units in Greek.

**Biblical Languages Minor** **12 units**

The Greek minor consists of 12 upper-division units in Greek and/or Hebrew.

**Philosophy Minor** **12 units**

The philosophy minor consists of 12 upper-division units in approved philosophy courses. Please see the department office for the approved course list.

**Religion Minor** **12 units**

The religion minor consists of 12 upper-division units in theology, biblical studies, and Christian ministries approved courses (see the department office for the approved course list). Must have at least three units in each area.

**Religion and Culture Minor** **12 units**

Religion plays an essential role in human society and history. Those wishing to study religion in general are urged to consider the minor in religion and culture. This interdisciplinary minor focuses the resources of several departments on the task of understanding religion in general. This program prepares students for graduate work in religious studies. The minor consists of 12 upper-division units from among these required courses:

HIST	352	Renaissance and Reformation	3
HIST	420	History of Religion in America	3
PHIL	315	Comparative Religions	3
PHIL	410	Philosophy of Religion	3
PSYC	440	Psychology of Religion*	3
SOC	360	Sociology of Religion	3

\*Meets a general studies requirement.

**Theology Minor** **12 units**

The minor consists of 12 upper-division units in approved theology courses. Please see the department office for the approved course list.

Notification to the Office of the Registrar of completion of a minor is made by the department chair upon the request of the student.

**Accelerated B.S. in Christian Leadership**  
**Introduction**

The Degree Completion Program with a major in Christian Leadership is for the adult individual involved in church or parachurch ministry, either as a pastor or a lay person. In this accelerated three-term program, the 39-semester unit curriculum is concentrated into 61 weekly four-hour class sessions.

A dual effort between the C. P. Haggard School of Theology and the School of Business and Management, this customized program coordinates the students' class and work demands and is for the adult student who is 25 years of age or older and may be working full time in some business field outside his/her ministry.

In addition, students complete a major project, applying leadership principles within a Christian organization. This project serves as a connection between study and experiential learning, focusing on leadership principles that are based on sound biblical, theological, and sociological principles.

Instruction is seminar-style with an emphasis on student participation. The integrated curriculum utilizes the student's work environment as a laboratory.

### **Admission Requirements**

To be admitted to the 6I class-session Christian Leadership Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities.
- Official transcripts from all schools attended (two copies).
- A 2.0 grade-point average or above in the transferred courses .
- A writing sample that demonstrates written communication skills (submitted at registration).

When the above requirements have been met, students receive a letter of admission and a statement of estimated accepted credits.

This program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

## **Course Descriptions**

### **Biblical Languages**

#### **BLNG 204 Elementary Greek I (4)**

The elements of New Testament Greek, with emphasis on the mastery of the basic forms, syntax, and vocabulary, are covered in this two-part beginning course.

#### **BLNG 205 Elementary Greek II (4)**

The elements of New Testament Greek, with emphasis on the mastery of the basic forms, syntax, and vocabulary, are covered in this two-part beginning course.

#### **BLNG 304 Intermediate Greek (3)**

This course consists of continued study of the forms, syntax, and vocabulary of New Testament Greek with an introduction to exegesis of the Greek New Testament. *Prerequisite(s): BLNG 204 and BLNG 205, or the equivalent*

#### **BLNG 404 Advanced Greek (3)**

Students undertake reading and exegesis of various passages in the New Testament. *Prerequisite: BLNG 304 or the equivalent*

#### **BLNG 424 Hebrew I (4)**

The basic grammar and syntax of Hebrew are taught using a combination of the inductive and deductive methods. There are selected readings from Esther, the Joseph narrative, and other literary genres. The aim of the course is to provide a reading knowledge of biblical Hebrew prose and an acquaintance with basic conversational, modern Hebrew.

#### **BLNG 434 Hebrew II (4)**

The basic grammar and syntax of Hebrew are taught using a combination of the inductive and deductive methods. There are selected readings from Esther, the Joseph narrative, and other literary genres. The aim of the course is to provide a reading knowledge of biblical Hebrew prose and an acquaintance with basic conversational, modern Hebrew.

**BLNG 454 Greek Readings (1-4)**

This course requires directed reading in the Greek New Testament. It is offered according to the needs of the student. It can be repeated for credit, thus providing fifth and sixth semesters of Greek.

**BLNG 455 Hebrew Readings (3)**

This course requires directed reading in the Hebrew Old Testament. It is offered according to the needs of the student. It can be repeated for credit, thus providing third and fourth semesters of Hebrew. *Prerequisite(s): BLNG 424 and BLNG 434, or completion of elementary Hebrew at another institution*

**BLNG 456 Ancient Languages (3)**

This course is offered according to the needs of the student. It provides opportunity to learn basic grammar and vocabulary in Arabic, Akkadian, Aramaic, Coptic, Latin, Ugaritic, or other ancient languages relevant to the study of biblical history and literature. May be repeated for advanced language study or learning an additional language. *Prerequisite(s): completion of elementary Greek and/or elementary Hebrew, or instructor's permission.*

## Christian Ministries

**CMIN 105 Introduction to Christian Missions (1-3)**

Students are exposed to opportunities for Christian service abroad while gaining an overview of the present progress of the Great Commission. Does not count toward the Christian ministries major.

**CMIN 108 Foundations of Ministry (3)**

The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. Field experience is required. *Meets general studies core ministry requirement for God's Word and the Christian Response.*

**CMIN 206 Introduction to Christian Education (3)**

Students gain a comprehensive knowledge of the significance and scope of Christian education – its definition, nature, objectives, procedures, and agencies.

**CMIN 316 The Art of Leadership (3)**

This course helps the ministry and church leader define leadership using theological, historical, biblical, and contemporary research. The course addresses the process of identifying and cultivating leadership styles within one's self and the people whom one serves. *Prerequisite: CMIN 206 or instructor's permission*

**CMIN 326 Effective Teaching in Christian Education (3)**

Students study the principles and procedures involved in effective classroom teaching: philosophies of teaching, methods, the teaching-learning process, motivation, guidance, integration, and evaluation. *Prerequisite: CMIN 206 or instructor's permission*

**CMIN 336 Christian Family Life (3)**

The home in its cultural setting, the methods and programs of the church that contribute to the Christian home, parental responsibility, and the building of Christian character are studied. *Prerequisite: CMIN 206 or instructor's permission*

**CMIN 346 Ministry to the City (4)**

This course provides the student with a broad introduction to the unique challenges and opportunities for Christian ministry in an urban context with special attention to some of the most effective methods and tools for doing urban ministry. Students are encouraged to reflect on their own lifestyles and future ministry choices in light of the needs of the city and the response of the gospel in meeting human need. Exposure to city life and church-based organizations working for the shalom of the city provide a dynamic context for the various learning activities in this course.

**CMIN 405 Christian Mission in the 21<sup>st</sup> Century (3)**

An introduction to the biblical, historical, and theological foundations of missions in a contemporary world setting, both globally and locally. The call, context, and preparation for missionary service are examined.

**CMIN 406 History and Philosophy of Christian Education (3)**

The history of educational theory, with emphasis on objective and philosophical problems and biblical bases, is covered in this course. *Prerequisite: CMIN 206 or instructor's permission*

**CMIN 408 Principles of Preaching (3)**

This course offers a study of classical homiletics, and a variety of sermonic methodologies. Sound hermeneutical principles in exegesis of Scripture, and the worship setting of the sermon with emphasis on the delivery of effective expository sermons in the contemporary world are covered.

**CMIN 416 Communicating the Gospel (3)**

This course assists the student in following Jesus' model of a people "filled with grace and truth" (John 1:14). Special attention is given to writing, speaking, teaching, interpersonal communication, body language, problem solving, and other critical tasks necessary to being a Christian and carrying out the Great Commission. *Prerequisite: CMIN 206 or instructor's permission*

**CMIN 418 Pastoral Ministry (3)**

The life and work of the Christian pastor is studied with attention to the broad range of duties, rituals, and responsibilities for which the contemporary Christian pastor is expected to have competency. Topics for study include administration of sacraments, church finance, staff administration, worship, church boards, pastoral visitation, and evangelism.

**CMIN 426 Topics in Christian Ministry (3)**

This course engages the student in a focused and intensive study of particular topics of direct relevance and urgency in the practice of Christian ministry. Topics vary from semester to semester.

**CMIN 428 Church and Society (3)**

A study of the application of church theology to contemporary society is offered. The course explores a broad range of contemporary social issues and asks how Christian ministry might respond to those needs in a faithful and effective way. Site visits and field experience are required.

**CMIN 446 Children's Educational Ministries (3)**

Childhood development, the needs of children in contemporary society, and biblical and theological perspectives on children are examined, with an emphasis on discerning the church's role in nurturing spiritual formation in the faith community. *Prerequisite: CMIN 206 or instructor's permission*

**CMIN 456 Youth Leadership (3)**

The course offers an intense study of the complexity of today's youth, the role of the youth director, and the methods necessary in recognizing and cultivating leadership potential from among the youth. *Prerequisite: CMIN 206 or instructor's permission*

**CMIN 466 Adult Development and Spiritual Formation (3)**

The course examines the process and contexts by which adults mature. Subject areas include: biblical and theological foundations for adult development and education, and adult characteristics, needs, life cycles, and learning patterns. The course emphasizes community and individuals. *Prerequisite: CMIN 206 or instructor's permission*

**CMIN 486 Urban Ministry Practicum (6)**

The practicum is intended to provide students with a broad understanding of urban life and ministry. The practicum develops a student's ability to interface theory and practice, theology and ministry, by integrating classroom learning, hands-on practice, spiritual formation, mentoring, and critical reflection on the practice of the Christian faith in an urban setting. During the practicum, the student is required to live, work, worship, and study in the city.

**CMIN 487 Exegeting the City (3)**

This course explores the development of a "hermeneutic" for understanding the built environment as a means to engage the city and enhance ministry opportunities. Discussion centers on physical, sensory indicators of community needs and resources. The goal is to more adequately contextualize Christian urban ministry. Topics include community mapping, needs assessment, resource identification, measurement of change, and strategic ministry development. Course work is taught at a graduate level, but undergraduates are welcome.

**CMIN 488 Topics in Urban Ministry (3)**

Students study current topics important to those interested in urban ministry. The course has a seminar format and is taught in the context of a number of urban sites in Los Angeles. Some of the topics covered include street ministry, peace and justice, ethnic diversity, homelessness, immigration, and community development.

**CMIN 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

**CMIN 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

**GMIN 529 City in Theological Perspective (4)**

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis. Requires departmental approval for an undergraduate to take this graduate course.

*There are other approved courses for Christian ministries majors. Please see the department office for the approved courses list.*

## Humanities

**HUM 224/324 Humanities Seminar IV: Great Ideas (4)**

A study of selected philosophical works illustrating intellectual perspectives of a specified historical era. Taught by a faculty tutor in an integrative, inter-disciplinary fashion in conjunction with one or more other Humanities Seminar(s). HUM 224 and HUM 324 may not be taken concurrently, and additional work is required in HUM 324. This course may be repeated once for credit as the topic varies. *Meets the general studies core requirement in Philosophy. Offered only at the Yosemite site.*

**HUM 225/325 Humanities Seminar V: Christian Classics (4)**

A study of selected Christian classics on Christian life and doctrine from a specified historical era. Taught by a faculty tutor in an integrative, inter-disciplinary fashion in conjunction with one or more other Humanities Seminar(s). HUM 225 and HUM 325 may not be taken concurrently, and additional work is required in HUM 325. *This course may be repeated once for credit as the topic varies. Meets the general studies core requirement in God's Word and the Christian Response. Offered only at the Yosemite site.*

## Philosophy

**PHIL 210 Philosophical Foundations of Western Thought (3)**

Students explore the intellectual background of Western tradition. Special emphasis is placed on the influence of philosophical concepts on the development of religious, political, economic, and social structures in Western culture. *Meets the general studies core requirement in Heritage and Institutions.*

**PHIL 220 Introduction to Philosophy (3)**

This course helps students understand the world better by studying significant interpretations of self, the world, and God that have been offered by thinkers, past and present – the major concerns of philosophy. *Meets general studies core requirement in Heritage and Institutions.*

**PHIL 300 Ethics (3)**

The basic principles of ethical conduct are examined, as applied to personal and social problems. The chief theories of the “good life” are investigated, with special attention given to the principles underlying a consistent ethical outlook on life.

**PHIL 310 History of Ancient and Medieval Philosophy (3)**

Students explore the development of philosophy from its early beginnings in Greece to Thomas Aquinas and William of Occam at the close of the Middle Ages. Special attention is given to the Socratic, Platonic, and Aristotelian contributions to the field.

**PHIL 315 Comparative Religions (3)**

This course embraces a study of the great religious systems of the world, including the worship of the most primitive groups, as well as the religions of ancient Egypt, Greece, Mesopotamia, and Rome. It reviews the various religions of the present world, including Buddhism, Confucianism, Hinduism, Islam, Judaism, Shintoism, Taoism, and Christianity.

**PHIL 320 History of Modern Philosophy (3)**

The development of philosophy, from the Renaissance through the Enlightenment to the present time, is covered in this course.

**PHIL 330 Critical Thinking and Informal Logic (3)**

Students study the principles of logic with some attention to semantics and the philosophy of language. They are encouraged to use logic as an aid in evaluating arguments offered in books and periodicals and to test the validity and clarity of their own reasoning.

**PHIL 340 Concepts of Human Nature (3)**

This course explores the significant questions concerning human nature. Special emphasis is placed on philosophical, psychological, and sociological theories of the uniqueness of human activity. *Meets the general studies requirement for an upper-division writing intensive course and the core requirement in Identity and Relationships.*

**PHIL 390 Philosophy of Science (3)**

The course explores the nature of scientific method and knowledge and the character of scientific explanations. Ways in which ethics and religion interrelate with the sciences are also covered. *Meets general studies elective in Nature. Prerequisite: one lab science*

**PHIL 410 Philosophy of Religion (3)**

Religious experience is studied from the standpoint of philosophy. An examination is made of the contributions of philosophy to religion and religion to philosophy.

**PHIL 420 Seminar in Philosophy (3)**

Students are assisted in relating philosophical insights to current moral, political, religious, and social issues. Each seminar offers an area of emphasis for study, such as values or the future.

**PHIL 470 Religious Development of Israel (3)**

This course offers a critical analysis of the development of Israel's religious consciousness. Attention is given to the sociocultural background of Israel. *Prerequisite: UBBL 100*

**PHIL 496 Senior Seminar: Social Ethics (3)**

This course considers ethical issues in the modern world from a Christian perspective. Included is an examination of options in ethical theory, biblical ethics, and professional responsibility. *Meets the general studies requirement of a senior seminar in God's Word and the Christian Response.*

**PHIL 496 Senior Seminar: Professional Ethics (3)**

This course offers the student philosophical and theological resources to assist in carrying out ethical reflection about the role of professions and the actions of professionals in society. *Meets the general studies requirement of a senior seminar in God's Word and the Christian Response. Prerequisites: senior standing, completion of the majority of the units required for God's Word and the Christian Response, and completion of the majority of course work in the major*

**PHIL 496 Senior Seminar: Worldviews (3)**

This senior-level course prepares the student to understand and express a Christian perspective in the contemporary world. *Meets the general studies requirement of a senior seminar in God's Word and the Christian Response. Prerequisites: senior standing, completion of the majority of the units required for God's Word and the Christian Response, and completion of the majority of course work in the major*

**PHIL 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

**PHIL 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

*There are other approved courses for Christian ministries majors. Please see the department office for the approved courses list.*

## Theology

**THEO 303 Theology and the Christian Life (3)**

The course provides an introduction to the doctrines of the Christian church, focusing on the Christian life and its relationship to theology. The course approaches theology from an inductive method in the Wesleyan tradition, helping the student learn to think theologically from the Scriptures, orthodox ecumenical tradition, experience, and reason. *Meets general studies core doctrine requirement for God's Word and the Christian Response. Prerequisite(s): three units of biblical studies and CMIN 108, or instructor's permission*

**THEO 353 Church History (3)**

This course provides a study of the major developments in the history of Christianity. Emphasis is placed on the growth of Christian doctrine. *Meets general studies core doctrine requirement for God's Word and the Christian Response.*

**THEO 363 Contemporary Christian Thought (3)**

Recent Christian thinking concerning the important issues facing the Church in the modern world are explored. Emphasis is placed on the 20<sup>th</sup> century and today's Western, post-Christian culture. *Meets general studies core doctrine requirement for God's Word and the Christian Response. Prerequisites: CMIN 108, PHIL 220, UBBL 100, and UBBL 230 (or equivalent)*

**THEO 405 Practical Theology—Practicum I (3-4)**

This course develops a student's ability to blend Christian theology and Christian practice by integrating classroom learning, hands-on practice, spiritual formation, mentoring, and critical reflection on the practice of the Christian faith. Course work covers: biblical and theological foundations of Christian practice, the context in which the Christian faith is to be practiced, and the dynamic relationship between the two. Students are required to serve a minimum of 10 hours per week in hands-on field experience. Students must also participate in small groups for reflection, mentoring, and spiritual formation. *Prerequisites: CMIN 108, THEO 303, and at least two general studies Bible courses*

**THEO 410 Practical Theology—Practicum II (3-4)**

This course is a continuation of the first semester and has a similar format in terms of classroom experience, field experience, and small groups. It further develops a student's ability to blend Christian theology and ministry by assisting in the development of a method of reflecting theologically on the practice of Christian faith and facilitating the ability to clearly state and defend one's own theology for Christian ministry. Students are required to serve a minimum of 10 hours per week in hands-on field experience. *This is an upper-division writing intensive course. Prerequisite: THEO 405*

**THEO 420 Christian Apologetics (3)**

Apologetics is the reasoned and faithful response by the Christian church to problems and criticisms of the faith. This course surveys several of the major problems and criticisms of the Christian church: its history, life, and faith. It also reviews the intellectual and faithful responses that Christian scholars have provided to them. The perspective of Anselm faith seeking understanding is used. *Meets general studies elective doctrine credit in God's Word and the Christian Response and general studies upper-division writing course. Prerequisites: junior or senior standing; UBBL 100; UBBL 200; and PHIL 220 (or equivalent)*

**THEO 422 Individual and Society (3)**

Awareness of today's cultural and social condition and responsibility to that environment are studied in connection with biblical teachings and insights projected by psychological and social scientists. Key emphasis is placed on individuals' roles as religious beings.

**THEO 423 Seminar in Church History (3-4)**

This course provides a study of the great religious systems of the world, including a reading survey of ancient religions. The course also offers a review of contemporary religions including animism (folk religion): the living religions of the East – Hinduism, Buddhism, Chinese Religions, and Japanese Religions; the people of the book – Judaism, Islam, and Christianity. They are discussed from the perspective of how they perceive themselves.

**THEO 440 Christian Ethics from a Wesleyan Perspective (3)**

Students explore aspects of John Wesley, including his thought regarding personal and social ethics. Wesley's concern for purity of heart (sanctification), love for one's neighbor, the use of money, responsibility toward the poor and disenfranchised, and other social issues are emphasized. Wesley's views are critiqued from a biblical perspective, and applications for today discussed. Wesley's approach to Christian ethics is compared with other classic approaches.

**THEO 453 Denominational History, Policy, and Doctrines (1-3)**

Students explore the history, development of leadership, teachings, and organizational dynamics of one of the following denominations: the Friends, the Church of God, the Free Methodists, the Wesleyan Church, or the Worldwide Church of God.

**THEO 490 Topics in Systematic Theology (3)**

Current topics of importance and interest to students of systematic theology are studied. The course has a seminar format. *Prerequisite: religion major or minor, or instructor's permission*

**THEO 496 Senior Seminar: Theology and Social Issues (3)**

This senior seminar is designed for those who wish to further their understanding of an important issue facing Christians today. The course consists of a seminar format, including a major paper and oral presentation. Students combine Christian theology, biblical studies, and ethics to examine various ways in which the Christian faith can be lived out today. *Meets the general studies senior seminar requirement.*

**THEO 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

**THEO 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

*There are other approved courses for Christian ministries majors. Please see the department office for the approved courses list.*



## Biblical Studies

### **UBBL 100 Introduction to Biblical Literature: Exodus/Deuteronomy (3)**

This course introduces Old Testament biblical literature, hermeneutics, and inductive methodology with a primary focus on the books of Exodus and Deuteronomy. Students learn to observe the overall structure of these books, their historical settings, and modern approaches to their literary analysis. Students learn to interpret individual texts within each book. Students study how Deuteronomy uses the material of Exodus to communicate God's Word to a new generation. *Meets general studies core requirement for God's Word and the Christian Response.*

### **UBBL 230 Luke/Acts (3)**

This course introduces New Testament biblical literature, hermeneutics, and inductive methodology with a primary focus upon the gospel of Luke and Acts of the Apostles. Special attention is given to the text with regard to its political, cultural, religious, and geographical setting, the literary genre, and the intended meaning of the text in its original cultural and literary context. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisite: UBBL 100 or instructor's permission*

### **UBBL 310 I and II Samuel (3)**

Students study the books of I and II Samuel, giving special attention to the text with regard to its politics, culture, religions, geographical setting, and literary genre. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisite(s): completion of UBBL 100- and 200-level general studies requirements; or instructor's permission*

### **UBBL 311 Hebrew Prophets I (3)**

This course offers a critical and exegetical study of the pre-exilic prophets, with special consideration given to the social, political, and religious conditions of their times. Attention is given to the ministry and message, both for their time and the present age. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies requirements; or instructor's permission*

### **UBBL 320 Hebrew Poetical and Wisdom Literature (3)**

Students undertake an advanced study of Hebrew poetry and wisdom literature. Attention is given to the development of the literature as well as an investigation of each book's composition. *Meets general studies core requirement in God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies requirements; or instructor's permission*

### **UBBL 330 Life and Teachings of Jesus (3)**

The life, ministry, and teachings of Jesus Christ are the focus of this course. Special attention is given to the content of the synoptic gospels as well as the social, political, and religious conditions of the time. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies requirements; or instructor's permission*

### **UBBL 340 Romans and Galatians (3)**

This course provides an analytical, exegetical, and expositional study of the biblical text and organized consideration of the doctrines of sin, justification, sanctification, law, and grace. This course includes expository application of the believer's obligations to God, the government, and fellow human beings. *Meets general studies core requirement for God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies requirements; or instructor's permission*

### **UBBL 341 Thessalonian and Corinthian Epistles (3)**

Paul's letters to the churches at Thessalonica and Corinth are studied, with attention given to the nature of Paul's ministry and the doctrinal and practical issues he addressed. *Meets general studies core requirement in God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies requirements; or instructor's permission*

**UBBL 343 The General Epistles (3)**

This course covers Hebrews, James, I and II Peter, and Jude as they relate to the theological and ethical content of Christianity. *Meets general studies core requirement in God's Word and the Christian Response. Prerequisite(s): completion of 100- and 200-level general studies requirement; or instructor's permission*

**UBBL 350 Geographical and Historical Setting of the Bible (3)**

This comprehensive course of study emphasizes the geography, history, and archaeology of Israel in biblical times, as well as introduces the post-biblical history of the land, the Holocaust, and the complex social issues facing the modern nation of Israel. The course may include a 10-day tour of the Bible lands. *Meets general studies requirement for God's Word and the Christian Response.*

**UBBL 410 Hebrew Prophets II (3)**

This course offers a critical and exegetical study of the exilic and post-exilic prophets, with special consideration given to the social, political, and religious conditions of their times. Attention is given to their ministry and message, both for their time and the present age. *Prerequisite: completion of a 300-level Old Testament course or instructor's permission*

**UBBL 430 Johannine Literature (3)**

Johannine theology, as found in the gospel and epistles of John, is the basis of this course. Special attention is given to John's concept of God, the logos, the Spirit, life, light, love, and knowledge. John's treatment of the gnostic problem is studied. *This is an upper-division writing intensive course. Prerequisite: completion of a 300-level New Testament course or instructor's permission*

**UBBL 442 Prison and Pastoral Epistles (3)**

This course is a study of Paul's theology as revealed in these two groups of letters. Special attention is given to Paul's Christology and ecclesiology and their practical relevance for the contemporary Church. *Prerequisite: completion of a 300-level New Testament course or instructor's permission*

**UBBL 450 Ancient Near Eastern History (3)**

Ancient Near Eastern world's history and culture are studied. This course includes events from the rise of the Sumerians to the division of Alexander's empire. Special attention is directed to the Sumerians, Hittites, Egyptians, Assyrians, Phoenicians, and Hebrews and their contributions to present day culture. *Meets the general studies requirement of an upper-division writing intensive course. Prerequisite: completion of a 300-level Old Testament course or instructor's permission*

**UBBL 451 Greco-Roman World (3)**

The Greco-Roman world, from the time of Alexander the Great to Marcus Aurelius, is covered. Attention is given to historical geography, politics, society, religious movements, and intellectual currents through the study of primary texts as well as secondary studies. *Prerequisite: HIST 120, UBBL 230, UBBL 331, or instructor's permission*

**UBBL 460 Theology of the Old Testament (3)**

The basic theology of the Old Testament, including the subjects of God, revelation, humanity, redemption, and the Messiah, is covered in this course. *Meets general studies core requirement in God's Word and the Christian Response. Prerequisites: UBBL 100, and a 300-level Old Testament course or instructor's permission*

**UBBL 461 Theology of the New Testament (3)**

This course is a study of the theology of the New Testament in its own historical setting, categories, and thought forms and on its own terms. The course describes what the New Testament's major authors (Matthew, Mark, Luke, John, and Paul) said about God, Jesus Christ, the Holy Spirit, the Church, the last times, etc. Special attention is given to methodology and the inductive investigation by the student of theological themes. *Meets the general studies core requirement for God's Word and the Christian Response. Prerequisite: completion of a 300-level New Testament course or instructor's permission*

**UBBL 470 The Religious Development of Israel (3)**

Students undertake a critical analysis of the development of Israel's religious consciousness. Attention is given to the sociocultural background of Israel. *Prerequisites: UBBL 100 and UBBL 310 or instructor's permission*

**UBBL 471 History of Biblical Interpretation (3)**

This is an upper-division humanities course that introduces the student to the rich history of the interpretation of biblical writings. The focus rests on the ways in which the various faith communities, Jewish as well as Christian, received the writings, rendered them comprehensible and relevant to contemporary concerns, and passed them on to subsequent generations. The chronological range covered by this course begins during the biblical period itself and extends to the present day. *Prerequisite: completion of a 300-level Old Testament or New Testament course or instructor's permission*

**UBBL 472 Biblical Apocalyptic (3)**

Students learn about the rise and development of the apocalyptic literature during the Old Testament, intertestamental, and New Testament periods. Special attention is given to Daniel, Mark 13, Thessalonians, and Revelation. *Prerequisite: completion of a 300-level New Testament course or instructor's permission*

**UBBL 476 Women in the Biblical Tradition (3)**

This course introduces the student to how women are depicted in biblical tradition. It includes careful reading of narratives about women in the bible, both Old and New Testaments, as well as the reception of those narratives and the expansion on those narratives in early church tradition. Furthermore, the student explores the way contemporary readers/hearers encounter these texts in light of their own cultural location. *Meets the general studies requirement for an upper-division writing intensive course. Prerequisites: UBBL 100 Exodus/Deuteronomy; UBBL 230 Luke/Acts; and any 300-level UBBL course*

**UBBL 497 Readings (1-4)**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor.

**UBBL 498 Directed Research (1-4)**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. *Prerequisite: junior or senior standing*

## **Accelerated Degree in Christian Leadership**

**BCLM 336 Christian Family Life (3)**

The home in its cultural setting, the methods and programs of the church that contribute to the Christian home, parental responsibility, and the building of Christian character are the basis of study for this course.

**BCLM 360 Sociology of Religion (3)**

This course provides an objective analysis of interrelations between religious phenomena and social institutions, structures, and behavior. Special emphasis is placed on the distinction between church and sect, religion and social stratification, secularization, science and religion, and religious movements.

**BCLM 390 Human Growth and Development (3)**

This study of human development across the life span, emphasizes a multidisciplinary perspective including such areas as psychology, sociology, processes as social interaction, and the tools for applying developmental psychology to life situations.

**BCLM 402 Directed Study: Case Study Project II (1)**

Students conduct and write a literature review relative to problem analysis; and develop and analyze possible recommendations for solving a designated organizational case study problem. The students develop and present an implementation plan, and make recommendations regarding how their organizations should approach the designated case study problem. They summarize their learnings and apply them to their personal and professional lives.

**BCLM 403 Directed Study: Case Study Project III (1)**

Students develop and analyze possible recommendations for solving their organizational case study problem.

**BCLM 426 Theology and Christian Education (3)**

This course offers an analysis of the relationship of theology to Christian education and the implications of theological doctrine for the educational work of the church.

**BCLM 474 Leadership Seminar: A Theology of Christian Leadership (3)**

This course is designed as a forum for integrating biblical, historical, and contemporary theories, models, and perspectives on leadership, and how they relate to issues of power, authority, manipulation, influence, persuasion, and motivation; leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution; leadership efficiency focusing on visioning, goal-setting, self-management, understanding of leadership styles, preferences, and the learning process; and leadership empowerment and the stewardship of others.

**BMGT 301 Dynamics of Group Behavior (3)**

Students examine group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on the principles of group dynamics, problem solving, decision making, diagnosis and resolution of conflict, and managing meetings.

**BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

**BMGT 304 Organizational Analysis (3)**

Students analyze how organizations function as complex systems, focusing on the interrelatedness of organizational purpose, structure, leadership, relationships, and rewards in the organization featured in their case study project. This serves as the basis for the first part of a case study project of the student's ministry organization.

**BMGT 305 Managing Interpersonal Communication (3)**

Students assess and improve their communications skills to heighten their productivity in various organizational settings. The key concepts covered include conflict, constructive feedback, active listening, power, mentoring, and dysfunctional communication.

**BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

**BMGT 409 Cultural Influences in the Workplace (3)**

Students consider the relationship between culture and the world of work. In particular, they discover how the United States, especially the world of work, has been shaped by the values of life experiences of various ethnic and racial groups.

**BMGT 410 Principles of Management and Supervision (3)**

Students identify the actual roles managers play in complex organizations. This course prepares students for managerial roles while helping them to work more effectively with current managers. Management theory is critically evaluated for its usefulness in light of actual practices.

*For a description of other courses offered by various departments, please consult that section of the catalog.*



# Center for Accelerated Degree Programs



<b>Organizational Leadership</b>	<b>343</b>
<b>Christian Leadership</b>	<b>345</b>
<b>Management Information Systems/Computer Information Systems</b>	<b>347</b>
<b>Human Development</b>	<b>352</b>
<b>Nursing (RN to BSN)</b>	<b>356</b>

# Center for Accelerated Degree Programs

## Faculty

*Director and Professor: Fred G. Garlett, Ed.D.*

*Professor: Roxane Lulofs, Ph.D.*

*Associate Professor: Cathy Heffernan, Ph.D.*

*Assistant Professor: Richard C. Durfield, Ph.D.*

## Introduction

The Center for Accelerated Degree Programs recognizes that the adult learner may have acquired knowledge through professional and personal experiences and has established a program to assess such learning in order to award academic credit. The Council for Adult and Experiential Learning (CAEL) and the American Council of Education (ACE) guidelines are used in order to ensure responsible evaluation.

## The Degree Completion Concept

The Degree Completion programs are experience-based degrees for working adults, offering majors in five different areas: Organizational Leadership, Management Information Systems/Computer Information Systems, Christian Leadership, Human Development, and Nursing (RN to BSN). The programs center around an experiential learning concept – a unique alternative to the traditional approach. Experiential learning links curricula to past, present, or planned career activities. Through this method, students can earn up to 30 semester hours of credit for significant life experience by means of a formalized petition process called the portfolio.

Designed specifically for the adult learner, these programs offer flexible class scheduling, convenient locations, accelerated curricula, and a simplified registration process. Perhaps the programs' most distinctive element is "reality-based learning," the process of integrating textbook theory with the student's work and life experiences. Students learn how to evaluate and enhance their lives personally and professionally.

Degree Completion Program courses are taught sequentially, and the rich diversity of experiences which students bring to the class results in lively discussions involving shared experiences. Because students stay with the same group (cohort) throughout the course of study, they develop a strong rapport with other group members who act as a support system through the completion of the degree.

## **B.S. in Organizational Leadership**

### **Introduction**

The Bachelor of Science in Organizational Leadership allows the student to complete study in little more than a year. In this accelerated, three-term format, a 39-semester-hour curriculum is concentrated into 60 weekly four-hour class sessions.

The Organizational Leadership Program brings together, from a variety of disciplines, key interpersonal ideas and skills, and develops the knowledge and skills required to understand organizational functioning. The student's business acumen is integrated with concepts and themes from other sciences to understand, predict, and direct change and make decisions about the behavior of people and organizations. The program provides opportunities for students to implement these ideas in organizational situations; in other words, to apply, use, and evaluate their learning.

The program combines an intensive series of integrated seminars with a work-related research project which improves the student's skills in communication, research, interpersonal relationships, group dynamics, supervision, and management. The student also develops a better understanding of the research and writing process, the relationship of the liberal arts to the job and home, and the integration of values and ethics with human relationships and work.

As part of the course work, the student prepares a portfolio which demonstrates a self-assessment and evaluation of prior learning. The portfolio and other documents presented in support of this learning are assessed, and credit granted (maximum of 30 semester units) by trained evaluators and faculty members according to policies established by the faculty.

Students must have 60 semester units of transferable credit from an accredited college or university to be considered for the program. Eligible students are 25 years of age or older and have five or more years of significant work experience.

The curriculum for the last 39 semester units of the program is taught in a modular format. The courses are multidisciplinary in nature, drawn from business, social sciences, psychology, general studies, liberal arts, religion, and philosophy. Students are grouped in discussion units (cohorts) of 18-24 students. Groups are flexible and may be started at any time during the year.

### **Admission Requirements**

To be admitted to the Organizational Leadership Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities
- Official transcripts from all schools attended
- A grade-point average of 2.0 or above in the transferred courses
- A writing sample that demonstrates written communication skills

When the requirements have been met, students receive a letter of admission and statement of estimated accepted credits.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills. For more information about the Bachelor of Science in Organizational Leadership, call (626) 815-5301.



## Course Descriptions

### **BMGT 301 Dynamics of Group Behavior (3)**

Students examine group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on the principles of group dynamics, problem solving, decision making, diagnosis and resolution of conflict, and managing meetings.

### **BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

### **BMGT 303 Introduction to Research Methodology (2)**

Students learn the purpose and value of research as a problem-solving tool in organizations. Approaches for identifying, analyzing, and researching organizational problems are emphasized as students select and review an appropriate organizational problem for their applied research projects.

### **BMGT 304 Organizational Analysis (3)**

Students analyze how organizations function as complex systems, focusing on the interrelatedness of organizational purpose, structure, leadership, relationships, and rewards in the organization featured in their case study.

### **BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

### **BMGT 307 Managerial Communication (2)**

Students refine both written and oral presentation skills. Presenting ideas, reports, and proposals clearly and concisely is the primary goal of this course.

### **BMGT 401 Directed Study: Applied Research Project I (3)**

Students describe the purpose, setting, history, background, scope, and importance of their applied research topics. Students conduct and write a literature review related to their problem analysis.

### **BMGT 402 Directed Study: Applied Research Project II (3)**

Students determine a research approach, develop and analyze a possible intervention for solving their organizational problems, and develop a data collection and analysis plan. Students report results, draw conclusions, and make recommendations regarding how their organizations should approach their research problem. They summarize their learning and apply it to their personal and professional lives.

### **BMGT 408 Introduction to Data Analysis and Presentation (3)**

Students explore how data analysis contributes to making decisions and solving organizational problems. Basic methods of summarizing, analyzing, and presenting research data are explained. Students develop data collection plans for their applied research projects.

### **BMGT 409 Cultural Influences in the Workplace (3)**

Students consider the relationship between culture and the world of work. In particular, they discover how the United States, especially the world of work, has been shaped by the values of life experiences of various ethnic and racial groups.

### **BMGT 410 Principles of Management and Supervision (3)**

Students identify the actual roles managers play in complex organizations. This course prepares students for managerial roles while helping them to work more effectively with current managers. Management theory is critically evaluated for its usefulness in light of actual practices.

**BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated Christian worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

**BMGT 412 Integrating Managerial Principles with Practice (2)**

Students integrate concepts learned throughout the program with their current managerial responsibilities. This enables students to evaluate outcomes and achieve closure.

**BMGT 413 Leadership and Change (3)**

This course explores the essential aspects of transformational leadership and examines tools used by transformational leaders to conduct business in today's rapidly changing environment. Students study leadership and influence, budgetary control and finance, approaches to organizational change, and the management of information and technology.

## **B.S. in Christian Leadership**

### **Introduction**

The Degree Completion Program with a major in Christian Leadership is for the adult individual involved in church or parachurch ministry, either as a pastor or a lay person. In this accelerated program, the 39-semester unit curriculum is concentrated into 61 weekly four-hour class sessions.

A dual effort between the C. P. Haggard School of Theology and the School of Business and Management, this customized program coordinates the students' class and work demands and is for the adult student who is 25 years of age or older and may be working full time in some business field outside his/her ministry.

In addition, students complete a major project, applying leadership principles within a Christian organization. This project serves as a connection between study and experiential learning, focusing on leadership principles that are based on sound biblical, theological, and sociological principles.

Instruction is seminar-style with an emphasis on student participation. The integrated curriculum utilizes the student's work environment as a laboratory.

### **Admission Requirements**

To be admitted to the 61 class-session Christian Leadership Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities
- Official transcripts from all schools attended
- A 2.0 grade-point average or above in the transferred courses
- A writing sample that demonstrates written communication skills (submitted at registration)

When the aforementioned requirements have been met, students receive a letter of admission and a statement of estimated accepted credits.

This program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

## Course Descriptions

### **BCLM 336 Christian Family Life (3)**

The home in its cultural setting, the methods and programs of the Church that contribute to the Christian home, parental responsibility, and the building of Christian character are the basis of study for this course.

### **BCLM 360 Sociology of Religion (3)**

This course provides an objective analysis of interrelations between religious phenomena and social institutions, structures, and behavior. Special emphasis is placed on the distinction between church and sect, religion and social stratification, secularization, science and religion, and religious movements.

### **BCLM 390 Human Growth and Development (3)**

This study of human development across the life span, emphasizes a multidisciplinary perspective including such areas as psychology, sociology, social interaction, and the tools for applying developmental psychology to life situations.

### **BCLM 402 Directed Study: Applied Research I (3)**

Students conduct and write a literature review relative to problem analysis; and develop and analyze possible recommendations for solving a designated organizational case study problem. The students develop and present an implementation plan, and make recommendations regarding how their organizations should approach the designated case study problem. They summarize their learnings and apply them to their personal and professional lives.

### **BCLM 426 Theology and Christian Education (3)**

This course offers an analysis of the relationship of theology to Christian education and the implications of theological doctrine for the educational work of the church.

### **BCLM 474 Leadership Seminar: A Theology of Christian Leadership (3)**

This course is designed as a forum for integrating biblical, historical, and contemporary theories, models, and perspectives on leadership, and how they relate to issues of power, authority, manipulation, influence, persuasion, and motivation; leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution; leadership efficiency focusing on visioning, goal-setting, self-management, understanding of leadership styles, preferences and the learning process; and leadership empowerment and the stewardship of others.

### **BMGT 301 Dynamics of Group Behavior (3)**

Students examine group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on the principles of group dynamics, problem solving, decision making, diagnosis and resolution of conflict, and managing meetings.

### **BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

### **BMGT 304 Organizational Analysis (3)**

Students analyze how organizations function as complex systems, focusing on the interrelatedness of organizational purpose, structure, leadership, relationships, and rewards in the organization featured in their case study project. This serves as the basis for the first part of a case study project of the student's ministry organization.

### **BMGT 305 Managing Interpersonal Communication (3)**

Students assess and improve their communications skills to heighten their productivity in various organizational settings. The key concepts covered include conflict, constructive feedback, active listening, power, mentoring, and dysfunctional communication.

### **BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

**BMGT 409 Cultural Influences in the Workplace (3)**

Students consider the relationship between culture and the world of work. In particular, they discover how the United States, especially the world of work, has been shaped by the values of life experiences of various ethnic and racial groups.

**BMGT 410 Principles of Management and Supervision (3)**

Students identify the actual roles managers play in complex organizations. This course prepares students for managerial roles while helping them to work more effectively with current managers. Management theory is critically evaluated for its usefulness in light of actual practices.

## **B.S. in Management Information Systems or Computer Information Systems**

### **Introduction**

Students in the Degree Completion Program with majors in Management Information Systems (MIS) or Computer Information Systems (CIS) develop a competitive edge that helps them succeed in the workplace. The program caters exclusively to the adult learner with experience in the computer field. In this accelerated program, the 39-semester unit curriculum is concentrated into 61 weekly four-hour class sessions.

A dual effort between the Department of Computer Science in the College of Liberal Arts and Sciences and the School of Business and Management, this customized program coordinates the students' class and work demands and allows them to begin the program as it suits their schedules. The program allows the student to choose one of two tracks: Management Information Systems or Computer Information Systems.

In addition, students complete a major project integrating the knowledge and methodology learned by designing, developing, and implementing a software project or a comprehensive institution-related project. This project serves as a connection between study and experiential learning and develops problem-solving skills.

Students must have 60 semester units of transferable credit from an accredited college or university to be considered for the program. Eligible students are 25 years of age or older and have five or more years of significant work experience.

### **Admission Requirements**

To be admitted to the 61 class-session Management Information Systems/Computer Information Systems Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from accredited colleges or universities
- Official transcripts from all schools attended
- A 2.0 grade-point average or above in the transferred courses
- A writing sample that demonstrates written communication skills (submitted at registration)

There are several program prerequisites which may come from academic, personal, or professional experiences that will be assessed by a Background and Questionnaire, including:

Microcomputer Software Tools*	3
Microcomputer Programming*	3
Elective units in CIS or MIS*	3

\*May be met through prior course work taken at APU or another accredited college or university, work experience, or examination.



When the requirements listed above have been met, students receive a letter of admission and a statement of estimated accepted credits.

This program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

### Core Computer Courses for Both Programs

CISS	315	Structured Programming I	3
— or —			
MISS	347	Computer Programming II	3
CISS	325	Database Management Systems	3
— or —			
MISS	348	Database Program Development	3
CISS	470	Software Engineering I	3
— or —			
MISS	346	Structured System Design	3
MCIS	250	Operating Systems	3
MCIS	400	Client-Server Technology	3
MCIS	420	Telecommunications and Interfacing	3

### Required Courses for B.S./CIS

MCIS	330	Systems Programming I (C)	3
CISS	335	Systems Programming II (C Language)	3
CISS	350	Computer Algorithms	3
CISS	460	Directed Studies	3

**Required Courses for B.S./MIS**

MISS	340	Principles of Organization and Management	3
MISS	442	MIS Foundations	3
MISS	443	IT Applications and Management	3
MISS	446	Directed Studies	3

**Required Courses for Both Programs**

BMGT	302	Adult Development and Learning Assessment	3
BMGT	306	The Bible and Business Ethics	3
BMGT	411	A Christian Worldview and the Professions	3

**Course Descriptions****Management Information Systems****BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

**BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

**BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated Christian worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

**MCIS 250 Operating Systems (3)**

This course provides an in-depth study of operating systems, including concepts, functions, and requirements. Hands-on experience complements a comparative study of several modern operating systems.

**MCIS 400 Client/Server Technology (3)**

This course offers an exploration of client/server application development. Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. Client/server is rapidly becoming the dominant model for database access. This course teaches client/server systems theory and application. All students are expected to develop an application in the client/server environment.

**MCIS 420 Telecommunications and Interfacing (3)**

This course teaches the concepts, principles, and methods of data communication, networking, network topologies, interfacing, the Internet and other public networks, and current networking technologies. This course includes limited hands-on applications.

**MISS 340 Principles of Organization and Management (3)**

Considered in this course are elements of managing (planning, organizing, leading, and controlling) with particular emphasis upon organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationships, committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

**MISS 346 Structured Systems Design (3)**

A study of the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development and implementation. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in MCIS 446 and culminates in a completed software product at the end of the program.

**MISS 347 Computer Programming II (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules, and input/output. A comparative survey of several programming languages such as Pascal, COBOL, FORTRAN, and C-language is included. The course covers programming applications in each of several programming languages.

**MISS 348 Database Program Development (3)**

Introduces students to fundamentals of database management, including database concepts, the database environment, and relational and non-relational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.

**MISS 442 MIS Foundations (3)**

This course comprises an introduction to management information systems, including fundamentals and problem solving with information technologies. Students become acquainted with the computer hardware, software, telecommunications, and database support systems relevant to the field. *Prerequisite: MISS 340*

**MISS 443 IT Applications and Management (3)**

This course comprises an introduction to information technology (IT) applications and management, including fundamentals and case studies. Students become acquainted with MIS in business and management and learn to approach the management of information technology from the perspective of a changing global environment. *Prerequisite: MISS 442*

**MISS 446 Advanced System Management I (3)**

In this course, the student integrates the knowledge and abilities gained in other information systems courses with a comprehensive institution-related project. Enrollment is continuous for three terms.

## **Computer Information Systems**

**BMGT 302 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

**BMGT 306 The Bible and Business Ethics (3)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good business woman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

**BMGT 411 A Christian Worldview and the Professions (3)**

Students develop an articulated Christian worldview which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

**CISS 315 Structured Programming I (3)**

Students study programming language concepts and constructs, including syntax and semantics, variables, data types, modules, and input/output. A comparative survey of several programming languages such as Pascal, COBOL, FORTRAN, and C-language is included. The course covers programming applications in each of several programming languages.

**CISS 325 Database Management Systems (3)**

This course introduces students to fundamentals of database management, including database concepts, the database environment, and relational and nonrelational database systems. Also included are designing, building, and using practical databases with fourth generation database software. Students generate user interfaces and reports.

**CISS 335 Systems Programming II, C Language (3)**

This is an advanced course in computer programming using the C language. This course emphasizes structured programming techniques and covers control structures, functions, arrays, pointers, structures, memory allocation, and files.

**CISS 350 Computer Algorithms (3)**

A study of algorithms and related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation is included. Applications are implemented using the C++ language.

**CISS 460 Applied Research I (3)**

This course integrates and extends the concepts and methodology learned in other courses. Under the general guidance of a faculty advisor, but working independently in teams, students complete the design phase, develop, and finally, implement a completed capstone project initiated in MCIS 470. Enrollment is continuous for three terms.

**CISS 470 Software Engineering I (3)**

A study of the concepts, principles, techniques, methods, procedures, and documents of software planning, requirements, design, development, and implementations is offered. Included are systematic approaches to software development and software life cycle. Students participate in a major team project which is continued in MCIS 460/461/462 and culminates in a completed software product at the end of the program.

**MCIS 250 Operating Systems (3)**

An in-depth study of operating systems, including concepts, functions, and requirements, is offered. Hands-on experience complements a comparative study of several modern operating systems.



**MCIS 330 Systems Programming I, C Language (3)**

This course teaches object-oriented programming concepts, methods, and techniques using the popular and powerful C++ programming language. Students are assigned programs which demonstrate the power and flexibility of object programming.

**MCIS 400 Client/Server Technology (3)**

This course offers an exploration of client/server application development. Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. Client/server is rapidly becoming the dominant model for database access. This course teaches client/server systems theory and application. All students are expected to develop an application in the client/server environment.

**MCIS 420 Telecommunications and Interfacing (3)**

This course teaches the concepts, principles, and methods of data communication, networking, network topologies, interfacing, the Internet and other public networks, and current networking technologies. This course includes limited hands-on applications.

**B.A. in Human Development****Introduction**

The Bachelor of Arts in Human Development is an innovative, alternative degree program designed to provide subject matter preparation for prospective elementary school teachers. The program offers a major in Human Development that uses an accelerated degree completion format. It accommodates experienced adult learners, many of whom are working in classrooms as paraeducators, and draws upon their rich experiences in school settings.

This program is designed specifically for adults who have two or more years of college credit and want to earn a degree while on the job. Classes meet one night a week, taking 18 months to complete a Bachelor of Arts degree. The program is a field-based modular design, delivered to cohort groups. Each cluster has a primary advisor who provides system guidance, directs special projects, and serves as mentor to individual learners.

Organized to capture the essence of an integrated curriculum and capitalize on the students' work/classroom experiences, the Human Development Program aims to give students a secure background in the liberal arts and sciences that is firmly fixed in the concepts of human behavior and social issues. As part of the preparation of elementary school teachers, the program utilizes the California State Curriculum Frameworks and Model Standards, providing integrated courses in language arts, math, science, art, music, and social science that focus on K-8 content while demonstrating exemplary teaching methods.

The Human Development Program at Azusa Pacific University is authorized by the California Commission on Teacher Credentialing and is an approved multiple-subject program. Students completing this major have met the state-approved subject matter competency for an elementary (multiple-subject) teaching credential, and are therefore, not required to take the MSAT.

The program has the potential to meet the following explicit needs:

1. The need for qualified, credentialed teachers in California
2. The need for minority teachers and minority role models in L.A.-area schools
3. The need for stability in the classrooms of the local community
4. The need/desire to encourage qualified interested members of other professions to consider the teaching profession a viable career change

Students who complete this major are eligible to enter Azusa Pacific University's unique Intern Credential Program, teaching in their own classrooms, with the university providing course work and support to the beginning, noncredentialed teacher.

Students must have 60 semester units of transferable credit from an accredited college or university to be considered for the program. Eligible students are 25 years of age or older and have five or more years of significant work experience.

## Admission Requirements

A minimum of 126 semester units of credit are required for the B.A. degree. To be admitted to the 78 class-session Human Development Degree Completion Program, a student needs:

- A minimum of 60 transferable semester units from an accredited college or university
- Official transcripts from all schools attended
- A grade-point average of 2.0 or above in the transferred courses
- A writing sample that demonstrates written communication skills
- A math proficiency test

Students will be asked to compile a portfolio of their extracollegiate learning derived from academic, personal, and professional experiences since high school. Students may earn up to 18 semester units for learning acquired through life experience.

When the above requirements have been met, students will receive a letter of admission and statement of estimated accepted credits.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

## Course Descriptions

### Core Courses

#### HDEV 301 Humans and Communication (5)

This course takes an integrated approach to developing, mastering, and assessing communication skills, including principles and practices of both spoken and written language. Emphases include group dynamics, interpersonal communication, oral presentations, the writing process, and an analysis of what elements comprise a good piece of literature whether written for children or adults. In part, the group activities are informed by, and centered around, the other major component of this course: understanding the structure of language(s).

#### HDEV 302 Humans: Self and Others (5)

Human growth and development across the life span is explored from the integrated perspectives of psychology, physiology, and sociology. Special attention is given to those areas which impact the classroom, including personality, motivation, learning styles, cultural diversity, and physical development. A thematic approach is used to address the treatment of mental, emotional, social, and physical health practices, including such topics as stress, diet, nutrition, communicable and chronic diseases, alcohol and drug abuse, lifestyles, childbirth, physical fitness, and environmental health, with an emphasis on issues impacting children and adolescents. Children's literature dealing with these subjects deepens the student's understanding.

#### HDEV 303 Humans and Computation (5)

This course integrates fundamental mathematics concepts and relationships and computational skills required by the elementary or middle school teacher with problem-solving strategies and the use of technology. Students engage these concepts, relationships, and skills in terms of their development, mastery, and assessment. Anchored instruction and situated cognition techniques, expedited by video, laser video, and computer-based simulations, modeled during the course. The professional and assessment standards of the National Council of Teachers of Mathematics are modeled throughout this course.

**HDEV 401 Humans and History (5)**

This course examines United States and world history using a broad interdisciplinary, thematic approach. Special emphasis is given to the United States Constitution and the evolution of government at the national, state, and local levels. Critical world issues are addressed through an examination of the role of the United States in a global community. Within each broad topic, students examine critical issues that have relevance over time, reflect on important decisions from the past, and develop understanding and meaning for present social policy and ideology. Students are expected to spend considerable time outside of class reading, reflecting, and preparing for in-class discussion and analysis, individual and cooperative group activities, and oral and written commentary on critical national and international issues facing all Americans.

**HDEV 402 Humans and Scientific Inquiry (5)**

The curriculum content, activities, and experiences are planned to assist students in developing knowledge and skill in science content for teaching science concepts and processes emphasized in the California State Science Framework. A variety of experiential activities (occurring in the lab, in the field, and simulated through technology) provide the context for learning. Students explore the use of databases and spreadsheet for inquiry and thematic teaching is modeled.

**HDEV 403 Humans and the Arts (5)**

Blending the visual and performing arts, this course is designed for the prospective elementary school teacher. Consisting of the objectives, scope, and content as described in the Visual and Performing Arts Framework for California Public Schools (1996), this course integrates the four components of art education through the use of aesthetic perception, creative expression, arts heritage, and aesthetic valuing with active participation in the skills of music and movement in order to understand the components and concepts of these fine and performing arts. The integration flows into other areas such as literature, religion, mathematics, science, and history.

**HDEV 404 Humans and Ethical Behavior (5)**

This course addresses the concept of worldviews and how they are expressed through moral principles and practices. Students are encouraged to explore their own worldviews and approach an understanding of the importance of worldviews in society. A primary goal of this course is to deepen the understanding of the place of human values and virtues in one's personal life and the context of community. Included in this study is the development of an appreciation of the Scriptures and their role in moral and ethical practice. Students come to understand their opportunity to teach values and about religion as outlined in the California State Board of Education documents: Handbook on the Rights and Responsibilities of School Personnel and Students in the Areas of Providing Moral, Civic, and Ethical Education; Teaching About Religion; Promoting Responsible Attitudes and Behaviors; and Preventing and Responding to Hate and Violence.

**HDEV 405 Portfolio Assessment/Reflection (1)**

Each student maintains a portfolio which documents subject matter competence and professional growth. The portfolio contains a variety of evaluation products from selected courses in the Human Development Degree Completion Program which demonstrates the student's mastery of subject matter. Samples should also reflect thinking and writing abilities, and will serve as part of the program exit process.

## **English Concentration**

**ENGL 403 Language Principles and Processes (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in Human Development. This course introduces the student to the overall nature of language. In addition, it helps students to be aware of, identify, analyze, and develop strategies for dealing with the linguistic complexities found in a diverse society. The course includes an examination of language acquisition, development, and change as well as an analysis of the technical aspects and societal impact of language use. Students study word formation (morphology), the basic sound systems (phonetics), and the grammar systems of prescriptive English in order to make learning English not only easier, but interesting, to the student in the classroom. A variety of approaches are used to explore and assess language production skills (i.e., writing, speaking, etc.).

**ENGL 407 Composition: Theory and Practice (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in Human Development. This writing-intensive course is designed for students wanting to learn about writing and writing instruction and is of interest to students contemplating teaching on the secondary or elementary level. The course examines the theory, practice, and literature of English/language arts pedagogy, with an emphasis on composition.

**ENGL 433 Children's Literature (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in Human Development. This course examines the purpose, nature, and power of literature for children, classic as well as contemporary, particularly as it relates to the role literature plays in child development at home and school. Emphases include the nature of literature for children, evaluating and selecting books, responses to literature, understanding and experiencing the genres of literature, reading aloud and writing about literature, as well as becoming conversant with major writers and illustrators of children's literature, with special attention to multicultural literature.

## Spanish Concentration

**SPAN 300 Advanced Spanish (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in Human Development. This advanced course in Spanish provides opportunities for Spanish conversation and composition to students who have already completed the elementary and intermediate levels of Spanish or their equivalent. Conducted in a seminar style, it reinforces grammatical structures through active practice while emphasizing communication skills.

**SPAN 313 Latin American Civilization (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in Human Development. This course surveys the history and aspects of the literature, arts, geography, and institutions of Latin America from pre-Colombian time to the modern age. In addition, the course attempts to study issues embedded in the culture(s) of Latin America including, but not limited to: political, religious, and economic systems and institutions; social classes; education; family and kinship; social customs; work and leisure patterns; and language.

**SPAN 435 Survey of Spanish Literature: Poetry and Short Story (4)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in Human Development. This advanced course in Spanish provides an introduction to exemplary poetry and short stories of Spanish and Spanish American authors. Many facets of the temperament and the complexity of life of Spanish-speaking peoples are revealed in the literary selections, in which humor and farce combine with irony and satire, tradition with innovation, the real with the unreal; and through it all, the course attempts to examine the spiritual and natural forces at work in common human experience.



## **RN to BSN in Nursing**

### **Introduction**

This RN to BSN Degree Completion Program leading to a Bachelor of Science in Nursing is a unique alternative to the traditional method of pursuing a college degree. It is designed specifically for adult learners who have an RN license and desire to complete their baccalaureate degree while continuing to work. The program is a field-based modular design, delivered to cohort groups. Each cluster will have a primary advisor who will provide system guidance, direct special projects, and serve as mentor to individual learners.

Prospective students include those working at area hospitals and RNs working in other health care facilities. Eligible students are 25 years of age or older and have five or more years of significant work experience with at least two years spent as a practicing RN. They may be currently working in the nursing profession or have prior experience in nursing.

The RN to BSN degree completion track is based on the same philosophy, purposes, graduate characteristics, and conceptual framework as the traditional undergraduate track. However, in recognition of the special needs of the working adult, the curriculum is packaged to accommodate the adult student. The nursing courses are presented in sequence in a modular arrangement of content. Courses are designed to affirm personal and professional strengths. The teaching/learning process is collaborative – the experiences and insights which students bring are a vital part of classroom activities.

Learners join groups consisting of 15-20 students who progress through the courses together. Courses are taught sequentially, and the rich diversity of experiences which students bring to class results in lively discussions involving shared experiences. Because students stay with the same group throughout the program, they develop a strong rapport with other group members, who act as a support system through the completion of the degree.

Classes are offered one night a week for four hours. Courses vary in length from 5 to 10 weeks. The same night of the week is used for a group throughout the program. Clinical experiences for specific courses are arranged at other times during the week.

Students may complete their Bachelor of Science Degree in Nursing in approximately 15 months. In this accelerated format, a 40-semester unit curriculum is concentrated into 60 weekly four-hour class sessions. This customized program coordinates the students' class and work schedules and allows students to begin the program as it suits their schedules.

### Admission Requirements

A minimum of 126 semester units of credit are required for the B.S. degree, to be admitted to the 60 class-session Nursing (RN to BSN) Degree Completion Program, a student must:

- Be a registered professional nurse, licensed in California, and graduated from an accredited associate degree or diploma nursing program.
- Have a minimum of two years of work experience as a registered nurse. (If it has been more than five years since working as an RN, the refresher course must be taken.)
- Have a minimum of 60 transferable semester units from an accredited college or university.
- Submit official transcripts from all schools attended.
- Hold a grade-point average of 2.0 or above in the transferred courses.
- Provide a writing sample that demonstrates written communication skills.

Students will be asked to compile a portfolio of their extracollegiate learning derived from academic, personal, and professional experiences since high school. Students may earn up to 30 semester units for learning acquired through life experience. When the above requirements have been met, students will receive a letter of admission and statement of estimated accepted transfer credits.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

### Requirements for Graduation

#### Prerequisite Courses

**19 units**

Chemistry	3
Pharmacology (UNRS 113)	1
Human Anatomy (BIOL 250 – Includes Lab)	4
Human Physiology (BIOL 251 – Includes Lab)	4
Microbiology (BIOL 220 – Includes Lab)	4
Human Growth and Development (PSYC 290 – Lifespan)	3

#### Support Courses and General Education Requirements

**24 units**

Freshman Writing (ENGL 110) or English Composition	3
Public Communication	3
College Algebra (MATH 110)	3
General Psychology (PSYCH 110)	3
Heritage and Institutions Requirements (History/Civics/Political Science)	3
Language and Literature Requirement	3
Aesthetics and Creative Arts Requirement	3
Religion (General Survey/Introduction to Biblical Literature)	3

<b>Nursing Courses (Degree Completion)</b>			<b>39 units</b>
BNRS	271	Theories and Concepts in Professional Nursing	3
BMGT	303	Adult Development and Learning Assessment	3
BNRS	221	Health Assessment	3
BNRS	368	Pathophysiology	3
BNRS	307	Theoretical Foundations in Nursing	3
BNRS	448	Leadership in Acute Care Settings	6
SOC	358	Human Diversity	3
BNRS	497	Ethics/Issues in Healthcare	3
BNRS	326	Nursing Research and Statistics	3
BNRS	449	Theory and Practice in Community Health Care	6
BNRS	412	Christian Worldview and the Profession of Nursing	3

## Course Descriptions

### **BNRS 221 Health Assessment (3)**

This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built.

### **BNRS 271 Theories and Concepts in Professional Nursing (3)**

This course is designed to provide an introduction to theories and concepts of professional nursing. Focus is on utilizing the intersystem model for nursing process, group dynamics, group conflicts, and techniques to analyze and solve problems.

### **BNRS 303 Adult Development and Learning Assessment (3)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extracollegiate learning may be earned through the portfolio.

### **BNRS 307 Theoretical Foundations in Nursing (3)**

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models. It is recommended that the course be scheduled concurrently with UNRS 310/313. *Meets the general studies requirement of an upper-division writing intensive course.*

### **BNRS 326 Nursing Research and Statistic (3)**

This course presents the essential concepts of the research process to enable nursing students to critique research reports and apply research findings from nursing and other disciplines in clinical practice. It introduces the students to the scientific method as a way of knowing and the research process as a tool of science. It acquaints the students with the stages of the research process, the use of basic statistical techniques in answering nursing research questions, the principles of applying the research process to nursing practice, and the ethics for conducting research. Students have "hands-on" experience in the use of the computer and statistical programs for data analysis.

### **BNRS 368 Pathophysiology (3)**

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

**BNRS 412 Christian Worldview and the Profession of Nursing (3)**

Students develop an articulated Christian worldview, which can be applied to the broader issues of society. They develop an integrated approach to nursing and the common good, and formulate responses to the worldview aspect of current professional and social issues.

**BNRS 448 Leadership in Acute Care Settings (6)**

This course synthesizes selected information presented in the generic baccalaureate program for presentation in condensed format. The course addresses the development and nature of today's health care systems and associated nursing issues in the United States. The content also familiarizes the student with major nursing roles: leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the interdependent relationship between the health care system and advocate.

**BNRS 449 Theory and Practice in Community Health Settings (6)**

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory is emphasized.

**BNRS 497 Ethics/Issues in Health Care (4)**

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, which confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, education of the health care professional, and consumerism with ethical concerns are investigated. This course also contains a comprehensive paper written on a bioethical issue, which meets the senior writing requirement. Each week there is a discussion period around ethical concerns, which correlates to the material presented in class.

**SOC 358 Human Diversity (3)**

Students examine diversity in a pluralistic society, with a focus on groups that have been assigned subordinate positions because of race, religion, country of origin, disability, age, language, or gender. The nature of prejudice and issues related to discrimination and oppression are explored.





# Administration and Faculty



<b>Administration and Faculty</b>	<b>362</b>
<b>Academic Calendar</b>	<b>373</b>
<b>Index</b>	<b>377</b>

# Administration and Faculty

## Administration

JON R. WALLACE, DBA, President/Chief Executive Officer

DAVID E. BIXBY, Ed.D., Vice President for University Advancement

HANK C. BODE, JD, Vice President Emeritus

TERRY A. FRANSON, Ph.D., Vice President for Student Life/Dean of Students

CLIFFORD A. HAMLOW, Ph.D., Vice President Emeritus

DEANA L. PORTERFIELD, M.A., Associate Vice President for Enrollment

JACK H. RANKIN, Ed.D., Assistant to the President

JOHN C. REYNOLDS, Vice President for Information Media and Technology/CIO

JOAN K. SINGLETON, CPA, CFP, Vice President for Finance and Administration/CFO

MICHAEL M. WHYTE, Ph.D., Interim Provost

## Board of Trustees

MRS. FAYE BERT, Vice Chair, Lifeline Ministries

MR. GARY DAICHENDT, Executive Vice President (former), Worldwide Operations, CiscoSystems

MR. MORGAN DAVIS, Managing Director, One Beacon Insurance Group

GREGORY DIXON, D.Min., Senior Pastor, First Church of God, Inglewood

TED ENGSTROM, LHD, President Emeritus, World Vision

MR. ED HEINRICH, Owner/President, Deccofelt, Inc.

MR. HOWARD KAZANJIAN, Film Producer, Magic Lantern Productions

GORDON KIRK, Th.D., Senior Pastor, Lake Avenue Church

MR. TOM KOBAYASHI, Founder, CEO, EDNet (retired)

MR. MICHAEL LIZARRAGA, President/Chief Executive Officer, TELACU Industries

MR. DONALD C. MARSHBURN, President, Champion Seed Company

KENNETH OGDEN, Ed.D., Vice President, Focus on the Family (retired)

MS. JEANNIE WEBB PASCALE, Shepherd Foundation

MRS. SHERYL PATTON, CEO, Pacific West Communications, Inc.

TIMOTHY PURGA, D.Min., Senior Vice President, Fresh Start Bakeries, Inc.

PAUL C. REISSER, MD, Family Physician, Conejo Oaks Medical Group

MR. RAYMOND ROOD, President, Human Technologies, International

EARL SCHAMEHORN, D.D., Associate Pastor for Administration, Riverside Free Methodist Church

MR. STEVEN SITTKO, Servant Leadership Foundation

PAUL SZETO, D.Miss., President, Evangelize China Fellowship, Inc.

JON R. WALLACE, DBA, President, Azusa Pacific University

MRS. DOLLY WARREN, Vice President, Warren Companies

## Support Services

NINA ASHUR, Ed.D., Director of the Learning Enrichment Center

VIC BEZJIAN, MIBA, Executive Director, International Center

GINNY DADAIAN, MPA, Director, Student Financial Services

BONNIE HEDLUND, Ph.D., Professor of Institutional Research

JUDY HUTCHINSON, Ph.D., Director, Center for Service and Research

JULIE JANTZI, Ph.D., Director, Center for Assessment Planning

ADRIEN J. LOWERY, Ph.D., Director, Writing Center

TODD ROSS, MBA, Associate Registrar, Undergraduate

PATRICIA TREVOR, M.A., Assistant Director, Office of Academic Advising

JEANETTE WONG, DMA, Director, Office of Academic Advising

## Academic Cabinet

MICHAEL M. WHYTE, Ph.D., Interim Provost

LESTER C. EDDINGTON, C.Phil., Assistant Provost

TERENCE R. CANNINGS, Ed.D., Dean of the School of Education and Behavioral Studies

DUANE A. FUNDERBURK, DMA, Dean of the School of Music

PAUL W. GRAY, Ed.D., Dean of Library Services

ROSE M. LIEGLER, Ph.D., Dean of the School of Nursing

KEVIN W. MANNOIA, Ph.D., Dean of the Haggard Graduate School of Theology

LANE A. SCOTT, Ph.D., Interim Associate Provost

ILENE L. SMITH-BEZJIAN, DBA, Dean of the School of Business and Management

DAVID L. WEEKS, Ph.D., Dean of the College of Liberal Arts and Sciences

DAVID MCINTIRE, Ed.D., Faculty Moderator

## Faculty

- ACKLEY, HEATHER, Assistant Professor of Christian Ministries; B.A., Mount Union College; M.A., Claremont School of Theology; Ph.D., Claremont Graduate University
- AITKEN, ELIZABETH, Assistant Professor of Education; B.A., B.S., University of Maryland; M.Ed., Regent University; Ph.D., University of Maryland
- ALLBAUGH, THOMAS, Assistant Professor of English; B.A., Hope College; M.A., Michigan State University; Ph.D. Southern Illinois University
- ANDERSON, EDWARD "CHIP," Professor of Education; B.A., M.A., Pasadena College; Ph.D. University of California, Los Angeles
- ANDERSEN, ELIZABETH, Associate Professor of Education; B.A., Nazareth College; M.A., State University of New York; Ph.D., University of Southern California
- ARELLANO, MANUEL, Assistant Professor of Education; B.S., M.A., Stanford University
- ARTINIAN, BARBARA, Professor of Nursing; B.A., Wheaton College; M.N., Case-Western Reserve University; M.S., University of California, Los Angeles; Ph.D., University of Southern California
- ARVIDSON, MARK, Associate Professor of Mathematics; B.S., Wheaton College; M.A., Azusa Pacific University; Ph.D., Claremont Graduate School
- ASHUR, NINA, Associate Professor; Director of the Learning Enrichment Center; B.A., California Polytechnic University, Pomona; M.A., California State University, Los Angeles; Ed.D., University of La Verne
- AUSTIN, CONNIE, Associate Professor of Nursing; BSN, Point Loma Nazarene College; M.A., MSN, California State University, Los Angeles
- BACER, KATHLEEN, Associate Professor of Education; B.A., Azusa Pacific University; M.A., California Polytechnic University, Pomona; Ed.D., Pepperdine University
- BACER, WAYNE, Associate Professor of Education; B.A., San Jose State University; M.A., Claremont Graduate School; Ed.D., Pepperdine University
- BALOIAN, BRUCE, Professor of Religion; B.A., Westmont College; M.Div., Fuller Theological Seminary; Ph.D., Claremont Graduate School
- BANESCU, CHRIS, Assistant Professor of Business and Management; B.S., New York University; J.D., Southwestern University School of Law
- BARNES, GRACE PREEDY, Associate Professor of College Student Affairs; B.A., Wheaton College; M.A., Azusa Pacific University, Ph.D., Fuller Theological Seminary
- BATTLE-WALTERS, KIMBERLY, Associate Professor of Social Work; B.A., Southern California College; MSW, Temple University; Ph.D., University of Florida
- BAUGUS, JOHN, Assistant Professor of Communication Studies; B.S., Azusa Pacific University; MBA, Claremont Graduate School
- BAZNER-CHANDLER, JAN, Instructor of Nursing; B.S., Madonna College; M.S., California State University, Los Angeles
- BEATTY, DAVID, Instructor of Music; B.M., University of California, Northridge; M.M., California State University, Los Angeles
- BELL, SALLY ALONZO, Chair; Professor of Social Work; B.A., California State University, Los Angeles; MSW, Ph.D., University of California, Los Angeles
- BENTZ, JOSEPH, Professor of English and Communication; B.A., Olivet Nazarene University; M.A., Ph.D., Purdue University
- BERRY, MARCIA, Instructor of Communications; B.A., M.A., University of Illinois
- BEZJIAN, VIC, Executive Director, International Center; B.S., California State University, Los Angeles; M.I.B.A., United States International University
- BICKER, DAVID, Professor of Communication Studies; B.A., Summit Christian College; M.Div., Denver Seminary; M.A., Denver University; Ph.D., University of California, Los Angeles
- BIEDERMAN, ROSS, Associate Professor of Physical Therapy; B.S., Loma Linda University; DPM, California College of Podiatric Medicine
- BOERNER, GERALD, Associate Professor of Education; B.A., Biola University; M.A., Claremont Graduate School
- BOND, TORRIA, Assistant Professor of Education; B.S., California State Polytechnic University; M.S., M.S., California Lutheran University
- BONNER, PATRICIA, Professor of Education; B.A., Point Loma Nazarene College; M.A., Azusa Pacific University; M.A., Ph.D., Claremont Graduate School
- BONNEY, LEWIS, Associate Professor of Education; B.A., University of California, Berkeley; M.A., University of North Texas; Ph.D., University of Arizona
- BOOCOCK, WILLIAM, Instructor of Music; B.A., California State University, Fullerton; M.A., California State University, Los Angeles
- BOWDEN, VICKY, Associate Professor of Nursing; BSN, Harding University; NP, MNsc, University of Arkansas; DNSc, University of San Diego
- BRASHEAR, NANCY, Professor of Education; B.A., M.A., California Polytechnic University, Pomona; Ph.D., Claremont Graduate School
- BREHM, CONNIE, Associate Professor of Nursing; B.S., M.P.H., University of California, Los Angeles; M.S., California State University, Long Beach; Ph.D., University of Colorado

- BROKAW, DAVID, Professor of Graduate Psychology; B.A., Wheaton College; M.A., Ph.D., Fuller Theological Seminary
- CANNINGS, TERRANCE R., Dean, School of Education and Behavioral Studies; B.A., University of New England in Australia; M.Ed., University of Sidney in Australia; Ed.D., University of California, Los Angeles
- CARLSON, RALPH, Professor of English and Teaching English to Speakers of Other Languages; B.A., Seattle Pacific University; M.A., Ph.D., University of Oregon
- CARTER, JACK, Associate Professor of Mathematics; B.S., M.S., University of Colorado
- CATHEY, ROD, Chair, Undergraduate Program; Assistant Professor of Music; B.A., M.A., Azusa Pacific University
- CATLING, WILLIAM, Professor of Art; B.A., M.A., California State University, San Francisco; MFA, California State University, Fullerton
- CHAU, LEWIS, Associate Professor of Computer Science; B.S., The Chinese University of Hong Kong; M.S., University of Alabama; M.A., Fuller Theological Seminary; Ph.D., University of California, Los Angeles
- CHERNEY, DAVID, Professor of Biology; B.A., Anderson College; M.A., Ph.D., Bowling Green State University
- CHIANG, LINDA, Professor of Education; B.S., Taiwan National Normal University; M.A., Ed.D., Ball State University
- CHRISTOPHERSON, RICHARD, Professor of Sociology; B.A., Wheaton College; M.A., California State University, Hayward; Ph.D., University of California, Davis
- CLARK, SUSAN, Director and Instructor of the American Language and Culture Institute; B.S., Philadelphia College of Bible; M.A., Azusa Pacific University
- CLIFFT, ALVIN, Assistant Professor of Music; B.A., Point Loma Nazarene College; M.A., Azusa Pacific University
- COLACHICO, DAVID, Associate Professor of Education; B.A., Johnston State College; M.Ed., University of Vermont; Ed.D., Texas A&M University
- CONE, PAMELA, Instructor of Nursing; BSN, Alderson-Broaddees College, MSN, Azusa Pacific University
- CONOVER, ROGER, Chair, Undergraduate Program; Assistant Professor of Business and Management; B.A., Grinnell College; M.A., University of California, San Diego
- COULTER, GORDON, Assistant Professor of Theology; B.A., Pasadena College; M.A., Azusa Pacific University
- CRAIG, ANDREA IVANOV, Assistant Professor of English; B.A., University of Redlands; M.A., Ph.D., University of Southern California
- CREASMAN, PAUL, Assistant Professor of Communication Studies; B.A., Pepperdine University; M.A., Arizona State University
- CULP, JOHN, Professor of Philosophy; B.A., Greenville College; M.Div., Asbury Theological Seminary; M.A., Butler University; Ph.D., Claremont Graduate School
- DAYTON, DONALD, Professor of Theology; B.A., Houghton College; B.D., Yale University; M.S., University of Kentucky; Ph.D., University of Chicago
- DEAL, STANLEY, Assistant Professor of Accounting; B.A., Azusa Pacific University; M.S., Golden State University
- DELA CRUZ, FELICITAS, Professor of Nursing; BSN, MN, University of the Philippines; DNSc, University of San Diego
- DIXON, DAVID, Assistant Professor of Communication Studies; B.A., Messiah College; M.A., Wheaton College Graduate School; Ph.D., Indiana University
- DOMNWACHUKWU, CHINAKA, Assistant Professor of Education; B.Th., Nigerian Baptist Theological Seminary; M.A., Ph.D., Fuller Theological Seminary
- DONAHUE, MICHAEL, Associate Professor of Graduate Psychology; B.S., Loyola University of Chicago; M.S., Ph.D., Purdue University
- DOORN, DANIEL, Associate Professor of Education; B.A., Calvin College; M.A., University of Pittsburgh; Ph.D., University of New Mexico
- DUKE, RUSSELL, Professor of Theology; B.A., M.A., Ambassador College; M.A.I.S., University of Texas at Tyler; Ph.D., The Union Institute
- DURFIELD, RICHARD, Assistant Professor in the Center for Accelerated Degree Programs; Director of Assessment; B.A., L.I.F.E. Bible College; M.Div., Azusa Pacific University; M.A., Ph.D., Fuller Theological Seminary
- EATON, MARK, Assistant Professor of English; B.A., Whitworth College; M.A., Ph.D., Boston University
- ECK, BRIAN, Chair; Professor of Psychology; B.A., Trinity College; M.A., Northwestern University, Illinois; M.A., Ph.D., Rosemead School of Psychology
- EDDINGTON, LESTER, Assistant Provost; Chair; Associate Professor of Biology; B.S., M.S., North Dakota State University; C.Phil., University of California, Los Angeles
- EDWARDS, PATRICIA, Instructor of Music; B.M., M.M., University of Southern California
- ELLIOTT, DANIEL, Associate Professor of Education; B.A., Azusa Pacific University; M.A., California State University, San Diego; Ed.D., University of Southern California
- ELOFSON, MATTHEW, Assistant Professor of Athletics/Religion and Philosophy; B.A., Southeastern College; M.A., Fuller Theological Seminary
- ERISMAN, MARVIN, Professor of Graduate Psychology; B.S.C., Bethany Bible College; M.Div., Fuller Theological Seminary; M.A., Ph.D., University of Southern California

- ESSELSTROM, DAVID, Professor of English; B.A., University of California, Los Angeles; M.A., California State University, San Francisco; Ph.D., University of Southern California
- FALL, RANDY, Assistant Professor of Education; B.A., University of California, Berkeley; M.S., California State University, Hayward; Ph.D., University of California, Los Angeles
- FLANNERY, CHRISTOPHER, Chair; Professor of Political Science; B.A., California State University, Northridge; M.A., The London School of Economics and Political Science, University of London; M.A., Ph.D., Claremont Graduate School
- FLORES, PAUL, Assistant Professor of Education; B.S., University of Southern California; M.Div., Fuller Theological Seminary
- FLUHARTY, SHAWN, Assistant Professor of Physical Education; B.A., Bethel College; M.A., Ball State University; Ph.D., Brigham Young University
- FOLAND, RONALD, Associate Professor of Educational Administration; B.S., M.S., University of California, Los Angeles; Ph.D., United States International University
- FORD, PHILIP, Instructor of Physical Education; B.S., Grand Canyon University; M.S., Boise State University
- FOWLER, MARSHA, Professor of Nursing and Theology; Diploma, Contra Costa College; B.S., M.S., University of California, San Francisco; M.Div., Fuller Theological Seminary; Ph.D., University of Southern California
- FRANSON, TERRY, Vice President for Student Life; Dean of Students; Professor of Physical Education; B.A., M.A., California State University, Chico; Ph.D., University of Southern California
- FREDRICK, CANDICE, Assistant Professor of Education; B.A., University of Massachusetts; M.A., Harvard University; Ph.D., Claremont Graduate University
- FUNDERBURK, DUANE, Dean, School of Music; BMA, Seattle Pacific University; MMA, Boston University; DMA, University of Southern California
- GANAS, MONICA, Associate Professor of Communication Studies; B.A., M.A., San Francisco State University; Ph.D., University of Kentucky
- GARLETT, FRED, Director of the Center for Accelerated Degree Programs; Professor; B.M.E., M.M., Emporia State University, Kansas; M.A., Ed.D., Teachers College, Columbia University
- GAYA, KIERAN, Assistant Professor Art; B.A., University of Arkansas; M.A., Syracuse University
- GILBREATH, JOANNE, Assistant Professor of Teacher Education; B.A., California State Polytechnic University, Pomona; M.Ed., Azusa Pacific University; Ed.D., Pepperdine University
- GILL, EDGAR, Associate Professor of Educational Administration; B.A., M.A., California State University, Sacramento; Ed.D., Pepperdine University
- GLYER, DIANA, Professor of English; B.A., B.S., Bowling Green State University; M.S.Ed., Northern Illinois University; Ph.D., University of Illinois, Chicago
- GODLEY, THOMAS, Associate Professor of Education; B.A., California State University, Long Beach; M.A., California State University, Dominguez Hills; Ed.D., University of Southern California
- GOEHNER, ELAINE, Professor of Nursing; BSN, MSN, California State University, Los Angeles; Ph.D., Claremont Graduate School
- GOLDSTEIN, BARBARA, Associate Professor of Education; M.A., Occidental College; M.A., California State University, Los Angeles; Ph.D., Claremont Graduate University
- GRANT, EARL, Professor and on-site Director of the Oxford Program; B.A., Biola University; M.A., Wheaton Graduate School; M.Div., Talbot Theological Seminary; D.Min., Th.M., Ph.D., Fuller Theological Seminary
- GRAY, DONAVON, Associate Professor of Music; B.A., Dordt College; M.A., University of Northern Iowa; DMA, University of Southern California
- GRAY, PAUL, Dean of Library Services; Professor; B.A., Faith Baptist Bible College; Th.M., Dallas Theological Seminary; M.A., Texas Women's University; M.S.L.S., Ed.D., East Texas State University
- GREEN, JAMES, Professor of Education; B.A., M.A., Southwest Missouri State University; Ph.D., Saint Louis University
- GREGORY, GERRY, Assistant Professor of Physical Education; B.A., University of California, Santa Barbara; M.S., Wright State University
- GRIEGO, ORLANDO, Chair, Graduate Programs; Professor of Business; B.A., California State University, San Jose; M.S., Golden State University; Ph.D., Colorado State University
- GRIESINGER, EMILY, Associate Professor of English; B.A., M.A., Baylor University; Ph.D., Vanderbilt University
- GUERRERO, JUAN, Chair; Assistant Professor of Modern Languages; B.S., Universidad Nacional Pedro Henríquez Ureña, Dominican Republic; M.A., State University College, New York; M.Div., Golden Gate Baptist Theological Seminary; Ph.D., Biola University
- GUIDO, DIANE, Associate Dean of CLAS; B.A., Pepperdine University; MBA, Ph.D., Claremont Graduate University
- HACK, KONRAD, Instructor, Communication Studies; B.A., Biola University; M.A., San Diego State University

- HALE, BRADLEY, Assistant Professor of History and Political Science; A.B., Vassar College; M.As., Ph.D., University of Connecticut
- HAMLOW, JUNE, Assistant Professor of Modern Languages; B.A., Azusa Pacific University; M.A., California State University, Fullerton
- HARMEYER, DAVID, Associate Professor; B.S., California Polytechnic University, Pomona; M.A., Talbot School of Theology; M.L.S., University of California, Los Angeles; M.A., International School of Theology
- HARPER, JULIA, Assistant Professor of Education; B.S., University of Hawaii; M.A., Seattle University; Ph.D., Oregon State University
- HARRELL, ROGER, Associate Dean, School of Education and Behavioral Studies; Professor of Education; B.S., M.A., Eastern New Mexico University; Ed.D., University of New Mexico
- HARRELL, SHELLEY, Instructor in the Library; B.A., Azusa Pacific University; MLS, Catholic University of America
- HARTLEY, JOHN, Chair; Professor of Old Testament; B.A., Greenville College; B.D., Asbury Theological Seminary; M.A., Ph.D., Brandeis University; post-graduate study, Harvard Divinity School
- HATTAR, HANEH "MARIANNE", Professor of Nursing; BSc, University of Jordan; MN, University of California, Los Angeles; DNSc, University of California, San Francisco
- HEBEL, SUSAN, Professor of Physical Education; B.A., Biola University; M.A., California State University, Long Beach; Ed.D., Brigham Young University
- HEDGES, JAMES, Chair; Professor of English; B.A., Seattle Pacific University; M.A., University of Washington; Ph.D., University of California, Riverside
- HEDLUND, BONNIE, Associate Professor of Institutional Research; B.A., M.A., California State University, Fullerton; Ph.D., University of Southern California
- HEFFERNAN, CATHY, Associate Professor in the Center for Accelerated Degree Programs; B.A., Virginia Polytechnic Institute; M.A., M.Ed., Azusa Pacific University
- HEFNER, ANNA, Associate Professor of Nursing; BSN, California State University, Los Angeles; MSN, California State University, Long Beach
- HETZEL, JUDITH, Associate Professor of Education; B.A., M.A., M.A., San Jose State University; Ed.D., University of Southern California
- HILL, CATHERINE, Assistant Professor of Nursing; BSN, MSN, California State University, Los Angeles
- HOUGHTON, GAIL, Associate Professor of Education; B.S., California State University, Long Beach; M.S., California State University, Fullerton; Ph.D., United States International University
- HOUSKAMP, BETH, Associate Professor of Graduate Psychology; B.A., Calvin College; M.A., Fuller Theological Seminary; Ph.D., Fuller Graduate School of Psychology
- HSIA, CURTIS, Assistant Professor of Psychology; B.A., University of California, Los Angeles; M.A., Ph.D., Hofstra University
- HUGHES, DAVID, Assistant Professor of Music; B.Mus., Biola University; M.M., DMA, University of Southern California
- HUTCHINSON, JUDY, Assistant Professor, Director, Center for Service and Research; B.A., Olivet Nazarene College; M.A., Ph.D., University of California, Los Angeles
- ISAAK, DON, Chair; Professor of Mathematics and Physics; B.Sc., University of Redlands; M.Sc., Pennsylvania State University; Ph.D., University of California, Los Angeles
- JANTZI, JULIE, Director of Center for Assessment Planning; B.S., M.A., Concordia Teachers College; Ph.D., University of Nebraska
- JENG, JAU-LIAN, Associate Professor of Business and Management; B.A., National Taiwan University; M.A., Rutgers University; Ph.D., University of California, San Diego
- JEWE, RONALD, Assistant Professor of Business and Management; B.S., MBA, Arizona State University; M.Div., Talbot Theological Seminary
- JIANG, YING HONG, Assistant Professor of Education; B.A., Shanghai International Studies University; M.S., Fort Valley State University, Georgia; Ph.D., University of Wisconsin
- JOHNSON, DONALD, Associate Professor of Computer Science; B.S., University of Wisconsin; Ph.D., Michigan State University; Ph.D., University of Minnesota
- JUILLERAT, STEPHANIE, Associate Professor of Psychology; B.S., Kentucky Christian College; Ph.D., Temple University
- KAISER, GREGORY, Associate Professor of Education; B.A., California State University, Fullerton; M.A., Ph.D., Claremont Graduate School
- KIM, YOUNG, Assistant Professor of Nursing; BSN, University of Nursing, Korea; MSN, University of California, Los Angeles
- KINNEAR, GUY, Assistant Professor of Art; B.A., Azusa Pacific University; M.A., San Francisco Art Institute
- KINNES, SCOTT, Professor of Biology; B.S., Belhaven College; M.F., Ph.D., Duke University
- KNECHT, GARY, Associate Professor of Physical Education; B.A., University of California, Santa Barbara; M.A., Sacramento State University
- KOCH, WARREN, Assistant Professor of Communication Studies; B.A., George Fox University; M.A., Boston University; Ph.D., Regent University

- KODAT, JANIFER SNELL, Assistant Chair; Associate Professor of Physical Therapy; B.S., Middle Tennessee State University; MPT, DPTSc, Loma Linda University
- KOONS, CAROLYN, Professor of Religion; Executive Director, Institute for Outreach Ministries; B.A., Azusa Pacific University; M.A., Pasadena College; M.R.E., Talbot Theological Seminary
- KOOPS, ALEXANDER, Instructor of Music; B.A., Calvin College; M.A., University of Colorado
- LADIG, JOAN, Assistant Professor of Psychology; B.A., Biola University; M.A., Ph.D., Biola University
- LAMBERT, CAROLE, Professor of English; B.A., Mount Mercy College; M.A., University of Pittsburgh; Ph.D., University of California, Berkeley
- LAMBERT, DAVID, Assistant Professor of History and Political Science; B.A., Georgetown University School of Foreign Service; M.A., University of Pittsburgh; MBA, Stanford University Graduate School of Business
- LAMKIN, BRYAN, Associate Professor of History; B.A., University of Washington; M.A., M.Div., Trinity Evangelical Divinity School; Ph.D., University of California, Riverside
- LANSFORD, FRANK, Professor; Director of the Graduate Physical Education Program; B.S., Tennessee Polytechnic University; M.S., Vanderbilt University; Ed.D., University of California, Los Angeles
- LARSEN, GEORGE, Professor of Graduate Psychology; S.Tm., Boston University, School of Theology; A.B., College of the Pacific; Ed.D., Arizona State University
- LAWRENCE, DONALD, Professor; Director of the Yosemite/Sierra Semester; B.S., The King's College; M.Ed., East Stroudsburg State College; Ph.D., Brigham Young University
- LAWSON, DANIEL, Associate Professor of Educational Administration; B.A., M.A., California State University, Los Angeles; Ph.D., Claremont Graduate School
- LAYMON, MICHAEL, Chair; Associate Professor of Physical Therapy; B.A., California State University, Northridge; B.S., MPT, DPTSc, Loma Linda University
- LEAHY, ELIZABETH, Associate Professor; Associate University Librarian; Chair of William V. Marshburn Memorial Library; B.S., Pepperdine University; M.L.S., University of Maryland; M.A.T., Fuller Theological Seminary
- LEES, SUSAN, Assistant Professor of Counseling and School Psychology; B.A., University of Southern California; M.A., Azusa Pacific University
- LEHMAN, SHARON, Assistant Professor of Physical Education; B.A., M.A., Azusa Pacific University; Ed.D., United States Sports Academy
- LEMASTER, GARY, Associate Professor of Business and Management; B.A., Pasadena College; M.Ed., North Adams State College, Massachusetts; M.S., Chapman University
- LIEGLER, ROSEMARY, Dean, School of Nursing; Professor of Nursing; BSN, St. Ambrose College; MSN, Marquette University; Ph.D., Claremont Graduate School
- LOSIE, LYNN, Associate Professor of New Testament; B.S., Wheaton College; B.D., Ph.D., Fuller Theological Seminary
- LOWERY, ADRIEN, Assistant Professor of English; B.A., Biola University; M.A., Ph.D., University of Southern California
- LULOFS, EDWARD, Associate Professor of Mathematics and Physics; B.S., Michigan State University; M.S., Ohio State University; Ph.D., University of California, Irvine
- LULOFS, ROXANE, Professor in the Center for Accelerated Degree Programs; B.A., University of Southern California; B.A., Azusa Pacific University; M.S., Purdue University; Ph.D., University of Southern California
- LUNDBERG, CAROL, Assistant Professor of College Student Affairs and Leadership Studies; B.A., University of California, Irvine; M.A., Azusa Pacific University; Ph.D., Claremont Graduate University
- LUX, KATY, Professor of Advanced Education; B.A., Concordia University; M.A., University of Michigan; Ed.D., Michigan State University
- MALCOLM, THOMAS, Professor of Psychology; B.A., University of California, Riverside; M.A., University of California, Berkeley; M.A., Fuller Theological Seminary; Ph.D., Fuller Graduate School of Psychology
- MANNIOA, KEVIN, Dean, Haggard Graduate School of Theology, B.A., Roberts Wesleyan College; M.Div., Trinity Evangelical Divinity School; Ph.D., North Texas State University
- MARTIN, ROBERT, Associate Professor of Education; B.A., M.S., California State University, Fullerton; M.S., University of La Verne; Ph.D., University of Southern California
- MATTHEWS, LINDA, Assistant Professor of Psychology; B.A., University of California, Los Angeles; M.A., Ph.D., University of California, Santa Barbara
- MCCARTY, WILLIAM, Associate Professor of Business and Management; B.S., California State University, Fullerton; MBA, Ph.D., Claremont Graduate School
- MCCORMICK, RAY, Professor of Communication Studies; B.A., M.A., California State University, Long Beach; M.Div., Reformed Theological Seminary; Ph.D., University of Southern California
- MCGILL, DAVE, Associate Professor of Art; B.A., University of Redlands; MFA, California State University, Fullerton
- MCHENRY, BART, Assistant Professor of Communication Studies; BFA, University of Southern California; MFA, University of California, Irvine



- MCINTIRE, DAVID, Faculty Moderator; Professor of College Student Affairs; B.A., West Virginia Wesleyan College; M.A., Ed.D., West Virginia University
- MCKISSICK, MARVIN, Associate Professor of Music; B.A., Bob Jones University; M.M., University of Southern California
- MCKNIGHT, CYNTHIA, Chair and Associate Professor of Physical Education; B.S., Ball State University; M.Ed., University of Cincinnati; Ph.D., University of Toledo
- MCVEY, MARCIA, Associate Professor of Education; B.A., Pomona College; M.A., Claremont Graduate School; Ed.D., University of Southern California
- MEYER, ARDITH, Assistant Professor of Physical Therapy; B.S., MPT, University of Southern California; DPTSc, Loma Linda University
- MILHON, JON, Assistant Professor of Biology and Chemistry; B.S., Azusa Pacific University; Ph.D., University of Southern California
- MINTAH, JOSEPH, Assistant Professor of Physical Education; B.A., University of Cape Coast; M.A., Ed.D., University of Northern Iowa
- MIYAHARA, DAVID, Associate Professor of Sociology; B.A., B.A., University of California, Irvine; M.A., M.A., Ph.D., Stanford University
- MOK, DORIS, Assistant Professor of Graduate Psychology; B.A., Queen's University, Ontario, Canada; M.A., Wheaton College; Ph.D., Rosemead School of Psychology, Biola University
- NASH, PHIL, Assistant Professor of Drama; B.A., M.A., Pepperdine University
- NEUFELD, DON, Associate Professor of Music; B.A., Pasadena College; M.A., California State University, Fullerton
- NEY, SUSAN, Chair; Associate Professor of Art; B.A., Scripps College; M.A., Claremont Graduate School
- NOBLE, CHRISTOPHER, Assistant Professor of English; B.A., Westmont College; Ph.D., University of California, Irvine
- ODA, ALAN, Assistant Professor of Psychology; B.S., University of California, Davis; M.A., Ph.D., University of California, Riverside
- ODELL, WILLIAM, Athletic Director; Assistant Professor of Physical Education; B.A., Westmont College; M.A., University of Southern California
- O'SULLIVAN, SHERYL, Professor of Education; B.S., Ed.D., Ball State University; M.S., Southern Illinois University
- OTTO, KENNETH, Associate Professor; Technical Services Librarian; B.A., M.S., Azusa Pacific University; M.L.I.S., University of Texas
- PACINO, MARIA, Chair, Department of Advanced Studies; Professor of Education; B.A., M.L.S., Ed.D., Ball State University
- PALM, DAN, Associate Professor of Political Science; B.A., Augustana College; M.A., University of Chicago; Ph.D., Claremont Graduate School
- PARHAM, THOMAS, Assistant Professor of Communication Studies; B.S., U.S. Naval Academy; M.A., Ph.D., Regent University
- PARK, DANIEL, Assistant Professor of Business and Management; B.A., Pusan National University; MBA, Ph.D., University of Oklahoma
- PARK, JOHN S., Director of the Los Angeles Regional Center, Associate Professor of Theology; B.A., Dong-A University; M.Div., Fuller Theological Seminary; M.A., Ph.D., Claremont Theological Seminary
- PEIRCE, CAROL "CARRIE", Associate Professor of Global Studies and Sociology; B.A., Barrington College; M.Ed., M.A., Ph.D., Bowling Green State University
- PEISNER, STEPHEN, Associate Professor of Theology; B.A., University of Redlands; M.A., Azusa Pacific University; M.A., Hope International University; Ph.D., Fuller Theological Seminary
- PENSON, PAMELA, Instructor of Business and Management; B.S., California State Polytechnic University, Pomona; MBA, Pepperdine University
- PETROFSKY, JERROLD, Distinguished Research Scholar in Physical Therapy; B.S., Wright State University; B.S., Washington University; Ph.D., St. Louis University Medical School; Ph.D., University of Human Studies; Ph.D., University of Pennsylvania; JD, Western State Law School
- PIESLAK, DIXIE, Associate Professor of Modern Languages; B.A., California State University, Long Beach; M.A., University of California, Irvine
- PLAXTON-HENNINGS, Charity, Assistant Professor of Psychology; B.A., Point Loma Nazarene College; M.A., M.P.H., Loma Linda University
- POKRIFKA-JOE, JUNE, Assistant Professor of Religion and Philosophy; B.A., University of Denver; M.Div., Gordon-Conwell Theological Seminary; S.T.M., Yale Divinity School
- POWELL, KARA, Assistant Professor of Religion and Philosophy; B.A., Stanford University; M.Div., Bethel Theological Seminary West; Ph.D., Fuller Theological Seminary
- POZZA, RENEE, Assistant Professor of Nursing; BSN, MN, Azusa Pacific University
- PRITCHARD, RICHARD, Assistant Professor of Christian Ministries; B.A., Eastern Nazarene College; M.Div., Nazarene Theological Seminary; M.Ed., Boston University
- QUAST, DEBRA, Assistant Professor; Librarian; Interlibrary Loan Coordinator; B.A., University of California; M.S.L.S., California State University, Fullerton; M.A., Azusa Pacific University

- REEVES, KEITH, Professor of New Testament and Greek; B.A., Bartlesville Wesleyan College; M.Div., Asbury Theological Seminary; Ph.D., Union Theological Seminary, Virginia
- REIBLING, LYLE, Associate Professor of Computer Science; B.S., Lawrence Technological University; M.S., Western Michigan University; Ph.D. Michigan State University
- REINEBACH, BRENDA, Assistant Professor of Music; B.A., B.S., M.A., Bob Jones University
- RICHMOND, KARLA, Assistant Professor of Nursing; B.S., California State University, Long Beach; M.S., Azusa Pacific University; Ph.D., University of San Diego
- ROBINSON, IRENE, Associate Professor; Collections and Development Librarian; B.A., Fairleigh Dickinson University; M.L.S., Rutgers University; M.A., Azusa Pacific University
- ROBISON, RICHARD, Professor of TESOL; S.B., Massachusetts Institute of Technology; M.Div., Gordon-Conwell Theological Seminary; M.A., Ph.D., University of California, Los Angeles
- ROCHELLE, SEAN, Assistant Professor of Physical Education; B.S., University of Arkansas, Monticello; M.Ed., Ed.D., University of Arkansas, Fayetteville
- RODGERS, JAMES, Professor of Chemistry; B.A., Westmont College; Ph.D., University of California, Berkeley
- RODRIGUEZ, JACOB, Assistant Professor of Education; B.A., The University of New York–Regents College; M.A., Ph.D., Claremont Graduate University
- ROSEN, SCOTT, Assistant Professor in the Library; B.A., University of California, Santa Barbara; M.A., University of California, Los Angeles; M.L.S., California State University, San Jose
- ROYSE, DENNIS, Chair, Graduate Program; Associate Professor of Music; B.A., Pasadena College; M.A., California State University, Los Angeles; Ph.D., Claremont Graduate School
- SAGE, ROBERT, Professor of Music; B.A., Loma Linda University; M.M., DMA, University of Southern California
- SAMBASIVAM, SAMUEL, Chair; Professor of Computer Science; B.S., University of Madras, India; M.S., University of Mysore, India; M.Phil., Indian Institute of Technology, Delhi, India; M.S., Western Michigan University; Ph.D., Moscow State University, Russia
- SAURENMAN, DIANNE, Associate Professor of Counseling and School Psychology; B.A., San Francisco University; M.S., Ed.D., University of Southern California
- SCARBROUGH, WENDEL, Associate Professor of Computer Science; B.A., University of New Mexico; M.A., New Mexico Highlands University
- SCHMIDT, CHRISTOPHER, Instructor of Physical Education; B.A., Whittier College; M.Sc., University of Arizona
- SCHREINER, LAURIE, Professor of Educational Leadership; B.A., Milligan College; Ph.D., University of Tennessee
- SCHWENK, JOHN, Instructor in the Darling Library; B.A., Wheaton College; MLIS, University of California, Los Angeles
- SCORGIE, KATHRYN, Associate Professor of Education; B.S., Ohio State University; M.A., Western Michigan University; M.A., Wheaton College; Ph.D., University of Alberta, Canada
- SCOTT, LANE, Interim Associate Provost; Associate Dean, Professor of Theology and Ethics; B.A., Asbury College; B.D., Asbury Theological Seminary; M.A., Ph.D., Emory University
- SCOTT, SHERYN, Associate Professor of Graduate Psychology; B.A., University of California, Berkeley; M.A., Chapman College; M.A., Ph.D., Fuller Theological Seminary
- SHACKLETON, PHILIP, Associate Professor of Music; B.A., Anderson College; M.M., University of the Pacific
- SHERIDAN, DENNIS, Chair; Professor of College Student Affairs; B.A., Louisiana Tech University; M.Ed., Louisiana State University; M.R.E., Ed.D., Southwestern Baptist Theological Seminary; Ph.D., University of California, Los Angeles
- SHINNICK, PETER, Assistant Professor of Physical Education; B.S., University of Colorado, Boulder; M.A., Clemson University
- SHOEMAKER, MELVIN, Professor; Director of Study Abroad Program; A.B., Indiana Wesleyan University; M.Div., Asbury Theological Seminary; M.Phil., Drew University; D.Min., Fuller Theological Seminary
- SHORE, SUSAN, Assistant Professor of Physical Therapy; B.Sc., University of Wisconsin; M.S., University of Minnesota; Ph.D., University of Toronto
- SHRIER, CAHLEEN, Associate Professor of Biology and Chemistry; B.A., Southern California College; M.S., Ph.D., Loma Linda University
- SHRIER, PAUL, Assistant Professor of Religion and Philosophy; B.A., University of Waterloo; M.A., Fuller Theological Seminary
- SIMMEROK, BRUCE, Professor; Director of Distance Learning and Continuing Education; B.A., Taylor University; M.A., Indiana State University; Ph.D., University of Southern California
- SIMMS, WILLETTA TOOLE, Assistant Professor of Biology; B.S., Stillman College; Ph.D., Purdue University
- SKALNIK, PATRICIA, Associate Professor of Business and Management; B.A., MBA, National University; DBA, United States International University
- SLIMBACH, RICHARD, Chair; Professor of Global Studies and Sociology; B.A., Humboldt State University; M.A., William Carey International University; Ph.D., University of California, Los Angeles

SMITH, KATHRYN, Assistant Professor of Religion and Philosophy; B.A., University of Washington; M.A., Ph.D., Claremont Graduate School

SMITH, SUSAN, Associate Professor of Nursing; G.N.P., Methodist Hospital School of Nursing; B.S., Hunter College; MN, University of California, Los Angeles

SMITH-BEZJIAN, ILENE, Dean, School of Business and Management; Associate Professor of Management and Marketing; B.S., California State University, Los Angeles; MBA, Azusa Pacific University; DBA, United States International University

SOLORZANO, AROLDO, Instructor of Modern Languages; B.A., Asbury College; M.A., University of Texas, Austin

SORENSEN, BARBARA, Chair, Department of School Counseling and School Psychology; Associate Professor of Education; B.A., M.A., M.A., Point Loma Nazarene College; Ph.D., University of Southern California

SPALDING, BRUCE, Professor of Biology and Chemistry; B.S., California Institute of Technology; Ph.D., University of Washington

SPEAK, DANIEL, Assistant Professor of Religion and Philosophy; B.A., Biola University; M.A., Claremont Graduate School

STANFORD, BEVERLY HARDCASTLE, Director, Center of Research on Ethics and Values; Professor of Education; B.A., University of Iowa; Ph.D., Arizona State University

STANTON, MARK, Chair, Professor of Graduate Psychology; B.A., Pacific Christian College; M.Div., Ph.D., Fuller Theological Seminary

STEINBRONER, ANNE, Assistant Professor of Physical Therapy; B.A., California State University, Fullerton; MPT, Loma Linda University; DPT, University of Southern California

STETSON, BRAD, Associate Professor of History and Political Science; B.S., M.A., Ph.D., University of Southern California

STOOPS, TERESA, Assistant Professor of Education; B.A., University of Northern Colorado; M.A., Adams State College; Ed.D., Seattle Pacific University

STOKER, CAROL, Associate Professor of Computer Science; B.A., University of California, Riverside; M.S., Pepperdine University; Ph.D., University of Southern California

SUMNER, SARAH, Associate Professor of Theology; B.A., Baylor University; M.A., Wheaton College; Ph.D., Trinity Evangelical Divinity School

SUTTON, JOHN, Lecturer of Music; B.A., Northwest College; M.A., San Jose State University

SZETO, THEODORE, Associate Professor of Math; B.S., M.A., Ph.D., University of California, Los Angeles

THOMPSON, JAMES, Associate Professor of Art; B.A., Point Loma Nazarene College; M.A., California State University, Long Beach; Ed.D., Illinois State University

THORSEN, DONALD, Professor of Christian Theology; B.A., Stanford University; M.Div., Asbury Theological Seminary; Th.M., Princeton Theological Seminary; M.Phil., Ph.D., Drew University

TISDALE, THERESA, Assistant Professor of Psychology; B.A., Radford University; M.A., Ph.D., Biola University

TULLENERS-LESH, AJA, Professor of Nursing; BSN, MN, University of California, Los Angeles; Ph.D., Claremont Graduate School

VAN DOVER, LESLIE, Chair, Professor of Nursing; BN, University of New Brunswick; MSn, University of Western Ontario; Ph.D., University of Michigan

VERDUGO, PAUL, Assistant Professor of Economics and Statistics; B.S., M.S., California Polytechnic State University, Pomona

VOUGA, ROBERT, Associate Professor of Education; A.B., Pasadena College; M.A., California State University, Los Angeles; Ed.D., University of Southern California

WALKEMEYER, KENTON, Assistant Professor of Theology, Director of the Friends Center; B.A., Friends University; M.Div., Azusa Pacific University

WALTERS, THOMAS, Associate Professor of Biology and Chemistry/Accelerated Degree Program; B.A., Walla Walla College; Ph.D., Stanford University

WATERS, KENNETH, Assistant Professor of New Testament; B.A., Paul Quinn College; M.Th., Southern Methodist University; Ph.D., Fuller Theological Seminary

WATKINS, DANIEL, Director of Human Development Program in Education; B.A., Azusa Pacific University; M.S., University of Southern California

WEAVER, MELANIE, Assistant Professor of Art; B.S., Biola University; MFA, University of North Texas

WEEKS, DAVID, Dean, College of Liberal Arts and Sciences; Professor of Political Science; B.A., Marion College; M.A., Indiana State University, Terre Haute; Ph.D., Loyola University, Chicago

WEHMEYER, LILLIAN, Chair, Department of Educational Leadership; Professor of Education; B.A., M.L.S., Ph.D., University of California, Berkeley

WENTLAND, STEVEN, Assistant Professor of Education; B.A., Fresno Pacific University, M.A., University of La Verne

WHITE, JAMES, Professor of Chemistry; B.A., Fresno Pacific College; M.S., Ph.D., University of the Pacific

WHITE, ROGER, Associate Professor of Theology; B.S., East Tennessee State University; M.C.E., M.Ed., Reformed Theological Seminary; Ed.D., University of Tennessee

WHYTE, MICHAEL, Interim Provost; B.S., United States Air Force Academy; M.S., Ph.D., University of Southern California

WICKMAN, LESLIE, Associate Professor; Director of the Center for Research in Science; B.A., Willamette University, Oregon; M.S., Ph.D., Stanford University

WIEBE, SHILA, Chair; Assistant Professor of Nursing; BSN, Hamline University; MSN, California State University, Los Angeles

WILKENS, STEVE, Professor of Philosophy; B.A., Tabor College; M.A., Ph.D., Fuller Theological Seminary

WILSON, GERALD, Professor of Old Testament and Biblical Hebrew; B.A., Baylor University; M.Div., M.A., Fuller Theological Seminary; M.A., M.Phil., Ph.D., Yale University

WILSON, PAMELA, Associate Professor of Social Work; B.A., University of Washington; MSW, Ph.D., University of South Carolina

WOLF, PHIL, Instructor of Physical Education; B.A., M.A., Wheaton College

WOOD, GARY, Associate Professor of Mathematics and Physics; B.A., Anderson College; M.S., Miami University

WONG, JEANETTE, Director and Professor of Academic Advising; B.A., Whittier College; M.M., DMA, University of Southern California

WONG, MARY, Associate Professor; Director of the TESOL Program; B.A., Westmont College; M.A., University of California, Los Angeles; M.A., Azusa Pacific University; Ph.D., University of Southern California

WORK, TELFORD, Assistant Professor of Religion and Philosophy; B.A., Stanford University; M.A., Fuller Theological Seminary; Ph.D., Duke University

YARCHIN, WILLIAM, Chair; Professor of Biblical Studies; B.A., Southern California College; M.A., Ph.D., Claremont Graduate School

YEE-SAKAMOTO, IVY, Associate Professor of Education; B.A., University of California, Berkeley; Ph.D., University of California, Los Angeles

ZONE, ENRIQUE, Associate Professor of Theology; B.A., L.I.F.E. Bible College; M.A., M.Div., Azusa Pacific University; M.A., Fuller Theological Seminary; Ed.D., Pepperdine University

## Site Directors

CAMPBELL-JONES, BRENDA, Murrieta Regional Center; B.A., University of Redlands, M.A., California State University, Fullerton

KILDAL, LORI, San Diego Regional Center; B.S., California State Polytechnic University, Pomona; M.Ed., Azusa Pacific University; Ph.D., University of New Mexico

MARTIN, DOUGLAS, Orange County Regional Center; B.A., Concordia College; M.A., Ed.D., University of Southern California

MCMURTRY, RAY, Inland Empire Regional Center and High Desert Branch; B.A., University of Northern Colorado; M.A., Adams State College; Ph.D., University of Wyoming

PARK, JOHN S., Los Angeles Regional Center; B.A., Dong-A University; Th.Min., M.Div., Fuller Theological Seminary; M.A., Ph.D., Claremont Graduate School

WEATHERBY, AARON "BUD", Ventura Regional Center; B.A., Northwest Nazarene College; M.A., Azusa Pacific University; Ph.D., Walden University

## Professors Emeriti

BALL, CHARLES, Professor Emeritus of Religion; Th.B., Marion College; B.A., Friends University; M.A., Winona Lake School of Theology; D.D., William Penn College

BARBER, ROBERT, Professor Emeritus of Music; B.A., Cascade College

BOYER, WILLIAM, Professor Emeritus of Physics; B.A., Greenville College; M.S., University of Michigan

BROOKINS, JEANETTE, Faculty Emeritus; B.A., Azusa Pacific University

BULLOCK, ROBERT, Professor Emeritus of Art; B.A., M.A., California State University, Los Angeles

CAMPBELL, WENDELL, Professor Emeritus of Social Work and Sociology; B.A., College of Emporia; M.S., Emporia State; MSW, University of Kansas; Ph.D., University of Southern California

COLLIER, GWENDOLYN, Professor Emeritus of Education; B.A., Pasadena College; M.S., University of Southern California

CRANDALL, JOHN, Professor Emeritus of Education; B.S., Friends University; M.S., Emporia State College; Ph.D., University of Southern California

CROISSANT, ANN, Professor Emeritus of Education; B.A., University of Northern Colorado; M.S., University of Wisconsin; Ph.D., University of Southern California

DONNELLY, FRANK, Professor Emeritus of Psychology; B.A., Azusa Pacific University, M.S., Pepperdine University; Ed.D., University of California, Los Angeles

ELLIS, DAVID, Professor Emeritus of Chemistry; B.S., University of Washington; M.S., Ph.D., University of Southern California

GRANT, DONALD, Professor Emeritus of Music; B.A., Azusa Pacific University; M.A., Claremont Graduate School; Ed.D., University of Southern California

GRYDE, STANLEY, Professor Emeritus of Business and Management; B.S., University of California, Los Angeles; M.S., Ed.D., University of Southern California

HALL, BERT, Professor Emeritus of Religion and Philosophy; B.A., D.D., Houghton College; B.D., Th.D., Northern Baptist Theological Seminary

HUFFMAN, CLARENCE, Professor Emeritus of Religion; B.A., M.Rel., Marion College; B.D., Northern Baptist Seminary; Ed.D., Indiana University

HUTTER, WALTER, Professor Emeritus of Business and Management; MBA, Graduate School of Business, University of Chicago; Ph.D., Claremont Graduate School

JACKSON, SHELDON, Professor Emeritus of History and Political Science; A.B., Th.B., Marion College; M.A., University of Kansas; Ph.D., University of Southern California

JACOBS, ANGELINE, Associate Professor Emeritus; B.S., M.S., University of Pittsburgh

KING, VIRGINIA, Professor Emeritus of Music and Library; B.S., Greenville College; M.M., M.S.L.S., University of Southern California

MARDOCK, MARVIN, Professor Emeritus of Global Studies and English; B.A., Cascade College; M.S., Fort Hays State College; M.A., California State University, Fullerton; Ed.D., University of Northern Colorado

MIKELS, GERALD, Professor Emeritus of Religion; B.A., Greenville College; B.D., Louisville Presbyterian Seminary; M.A., University of Southern California

MILHON, JAMES, Professor Emeritus of Physical Education; B.A., University of La Verne; M.A., California State University, Los Angeles

PETERMAN, EDWARD, Professor Emeritus of Library and Learning Resources; Th.B., Th.M., Azusa Pacific University; M.Div., Nazarene Theological Seminary; M.A.L.S., Western Michigan University

PETERS, VICTOR, Professor Emeritus of Religion; B.A., University of Southern California; Th.B., Th.M., Princeton Theological Seminary; Th.D., Webster University

RICHEY, EVERETT, Professor Emeritus of Theology; Th.B., Anderson College; M.Div., Anderson School of Theology; Th.D., Iliff School of Theology

ROBERTSON, MALCOLM, Professor Emeritus of Religion and Philosophy; B.A., Pasadena College; Th.B., Azusa Pacific University; M.A., California State University, Los Angeles; Ed.D., University of Southern California

ROSS, THOMAS, Professor Emeritus of Education; B.A., M.A., California State University, Los Angeles; Ed.D., University of Southern California

SHACKLETON, FREDERICK, Professor Emeritus of Religion and Philosophy; B.A., Macalester College; M.A., Butler University

STRAND, RICHARD, Professor Emeritus of Education; B.A., Whittier College; M.A., Ed.D., University of Southern California

TUOHEY, MATTHEW, Professor Emeritus of Social Work; B.A., Azusa Pacific University; MSW, University of Nebraska

**Academic Calendar 2002-2003****Fall Semester 2002**

Monday	July 15	Undergraduate Pre-Registration Student Bill Due
Thursday	August 1	Undergraduate Return Student Registration Bill Due
Wednesday-Friday	August 28-August 30	International Student Orientation
Saturday	August 31	Residence Halls Open
Saturday-Tuesday	August 31-September 3	Undergraduate New Student Orientation
Monday-Tuesday	September 2-3	Undergraduate Registration (Mandatory for All)
Wednesday	September 4	Classes Begin
Wednesday-Friday	September 4-6	Late Registration
Friday	September 6	Last Day to Register
Friday	September 13	Last Day to Add or Drop Classes
Friday	September 13	Fall Semester Independent Study Proposals Due in Registrar's Office
Friday	September 20	Intent to Graduate Due for Winter Commencement (Registrar's Office)
Mon-Fri	October 21-November 8	Academic Advising
Friday	October 25	Dinner Rally
Saturday	October 26	Homecoming
Friday-Sunday	October 25-27	Family Weekend
Monday-Friday	October 28-November 15	Undergraduate Pre-Registration for Spring 2003
Wednesday	October 30	Study Day for Undergraduate Students
Thursday	October 31	Classes Resume
Friday	November 8	Last Day to Withdraw from Classes
Thursday-Sunday	November 28-December 1	Thanksgiving Vacation
Monday	December 2	Classes Resume
Tuesday	December 10	Undergraduate Pre-Registration Student Down Payment Due for Spring Semester
Monday-Friday	December 9-13	Final Examinations
Friday	December 13	Winter Commencement
Wednesday	December 18	Grades Due for Fall Semester

**Spring Semester 2003**

Friday	January 3, 2003	Residence Halls Open
Friday	January 3	Undergraduate New Student Orientation
Saturday	January 4	Undergraduate Registration (Mandatory for all)
Monday	January 6	Spring Classes Begin
Monday-Wednesday	January 6-8	Late Registration
Wednesday	January 8	Last Day to Register
Wednesday	January 15	Last Day to Add or Drop Classes
Wednesday	Jan 15	Spring Semester Independent Study Proposals to Registrar's Office
Monday	January 20	Martin Luther King, Jr. Holiday
Tuesday	January 21	Classes Resume
Friday	February 7	Intent to Graduate Due for Spring Commencement (Reg. Office)
Friday	February 14	President's Day Holiday
Monday	February 17	Classes Resume
Monday-Friday	March 3-21	Academic Advising
Wednesday	March 5	Common Day of Learning
Monday-Tuesday	March 10-25	Undergraduate Pre-Registration for Fall 2003
Friday	March 14	Last Day to Withdraw from Classes
Sat-Mon	April 12-Apr 21*	Easter Vacation
Tuesday	April 22	Classes Resume
Monday-Friday	April 28-May 2	Final Examinations
Friday	May 2	Senior Convocation
Saturday	May 3	Spring Commencement
Friday	May 9	Grades Due for Spring Semester

\* Monday, April 21 – Evening classes that start after 3 p.m. will meet.

**Undergraduate May Term (four weeks)****Summer Intensive Term, 2003**

Monday-Friday	March 10-May 4	Registration
Monday	May 6	Summer Intensive Classes Begin
Monday	May 6	Intent to Graduate Due for Summer Commencement (Registration Office)
Tuesday-Wednesday	May 6-7	Late Registration (\$125 Late Fee)
Wednesday	May 7	Last Day to Register
Wednesday	May 7	Last Day to Add or Drop Classes
Friday	May 16	Last Day to Withdraw from Classes
Monday	May 26	Memorial Day Holiday
Tuesday	May 27	Classes Resume
Thursday	May 29	Summer Intensive Term Classes End
Friday	May 30	Final Examinations
Friday	June 6	Summer Intensive Term Grades Due

**Undergraduate Summer Terms (six weeks)****Summer I, 2003**

Monday-Friday	March 10-May 2	Registration
Tuesday	May 6	UG Summer I Classes Begin
Tuesday	May 6	Intent to Graduate Due for Summer Commencement (Registration Office)
Tuesday-Friday	May 6-9	Late Registration (\$125 Late Fee)
Friday	May 9	Summer I Independent Study Proposals due in Registrar's Office
Friday	May 9	Last Day to Register
Friday	May 9	Last Day to Add or Drop Classes
Monday	May 26	Memorial Day Holiday
Tuesday	May 27	Classes Resume
Friday	May 30	Last Day to Withdraw from Classes
Wednesday	June 11	UG Summer I Classes End
Thursday	June 12	Final Examinations
Thursday	June 19	UG Summer I Grades Due



**Summer II, 2003**

Monday-Friday	March 10-June 13	Registration
Tuesday	May 6	Intent to Graduate forms due for Summer Commencement
Monday	June 16	UG Summer II Classes Begin
Monday-Friday	June 16-20	Late Registration (\$125 Late Fee)
Friday	June 20	Last Day to Register
Friday	June 20	Summer II Independent Study Proposals due in Registrar's Office
Friday	June 20	Last Day to Add or Drop Classes
Friday	July 4	Independence Day Holiday
Monday	July 7	Classes Resume
Friday	July 11	Last Day to Withdraw from Classes
Wednesday	July 23	UG Summer II Classes End
Thursday	July 24	Final Examinations
Friday	July 25	Summer Commencement
Thursday	July 31	UG Summer II Grades Due

**Undergraduate Summer Nursing Terms (eight weeks)****Summer, 2003**

Monday-Friday	March 10-May 2	Registration
Tuesday	May 6	Summer Nursing Classes Begin
Tuesday	May 6	Intent to Graduate Due for Summer Commencement (Registration Office)
Monday-Friday	May 5-9	Late Registration (\$125 late fee)
Friday	May 9	Last Day to Register
Friday	May 9	Last Day to Add or Drop Classes
Friday	May 9	Summer Nursing Independent Study Proposals due in Registrar's Office
Monday	May 26	Memorial Day Holiday
Tuesday	May 27	Classes Resume
Friday	June 6	Last Day to Withdraw from Classes
Thursday	June 26	Summer Nursing Classes End
Friday	June 27	Final Examinations
Monday	July 7	Summer Nursing Grades Due

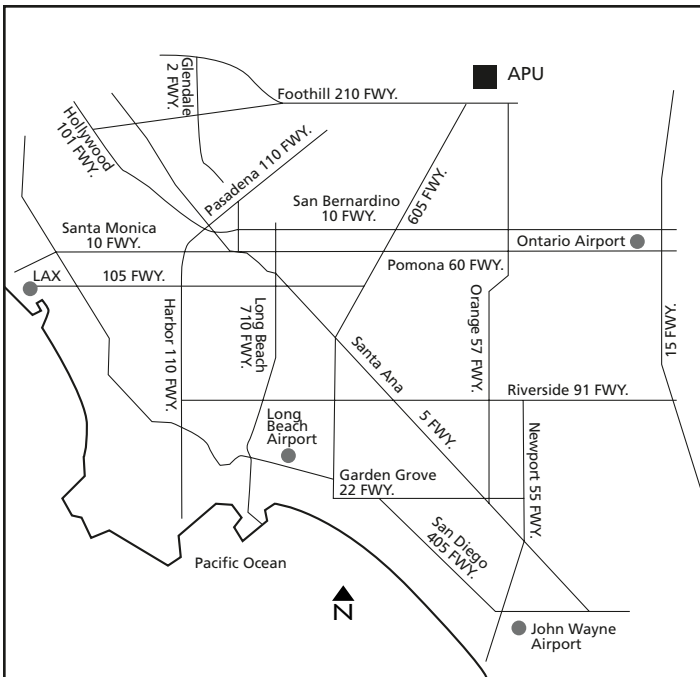
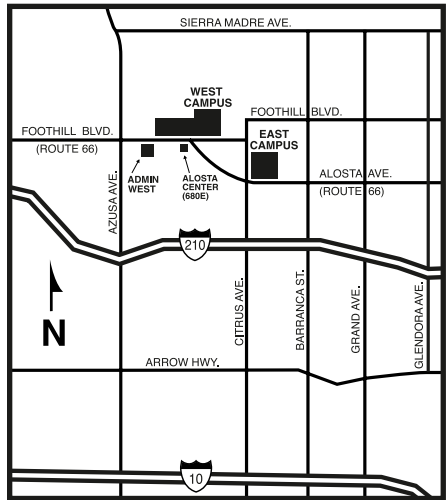
**INDEX**

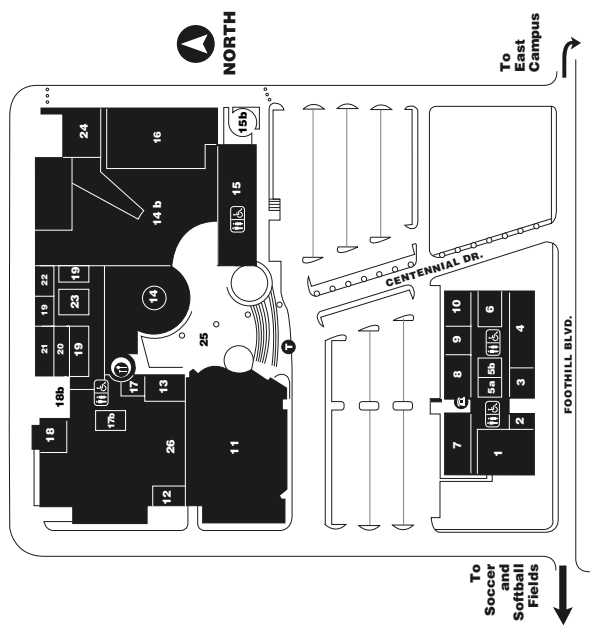
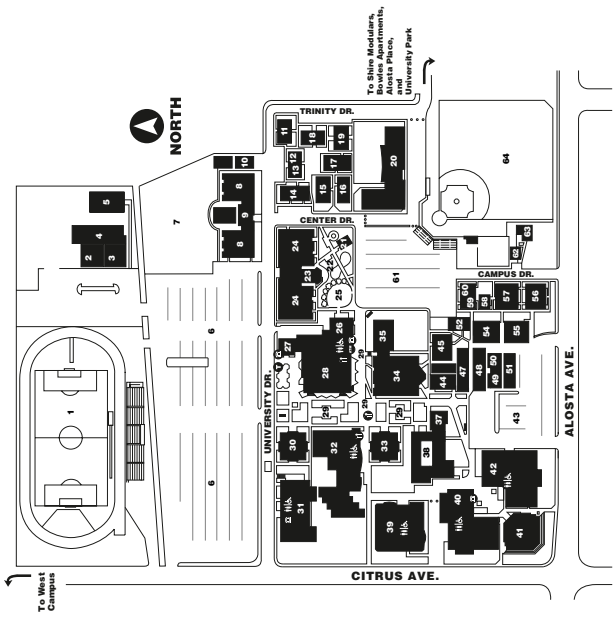
(MAJORS IN SMALL CAPS)			
Academic Advising	78	Campus Safety	102
Academic Calendar	56	Career Center	98
Academic Probation and Academic Dismissal	59	Chapel Programs	100
Accelerated Degree Programs		CHEMISTRY	121
HUMAN DEVELOPMENT	238, 352	CHRISTIAN LEADERSHIP	345
ORGANIZATIONAL LEADERSHIP	343	CHRISTIAN MINISTRIES	326
CHRISTIAN LEADERSHIP	345	Classification of Students	58
COMPUTER INFORMATION SYSTEMS OR MANAGEMENT INFORMATION SYSTEMS	150, 347	College of Liberal Arts and Sciences	105
RN TO BSN IN NURSING	311, 355	Commencement	68
Accreditation	13	Honors at Commencement	68
ACCOUNTING	213	Participation in Commencement	68
Administration and Faculty	361	Communiversity	96
Additional Programs Registered with the CCCU	88	COMPUTER INFORMATION SYSTEMS	149
Adds/Drops	56	COMPUTER SCIENCE	146
Admissions		Computers	16
Freshman Applicants	23	Concurrent Enrollment Policy	57
High School Nongraduates	31	Confirmation of Admission	27
Home School Students	31	Correspondence Course Credit	91
International Undergraduates	32	Cost of Attendance 2002-03	36
Notification	27	Council for Christian Colleges and Universities Programs	86
Particular Majors	31	Course Numbering System	55
Undergraduate Admission	22	Credit by Examination	27
APPLIED HEALTH	119	Credit Hours	56
APU-Sponsored Programs	84	Cross-Cultural Language and Academic Development (C.L.A.D.) Certificate	239
ART	106	Degree Posting Dates	70
ATHLETIC TRAINING	252	Degree Programs	66
Attendance Regulation	58	Departments	
Auditing	57	Art	106
AuSable Institute of Environmental Studies	120	Biology and Chemistry	116
BUSINESS ADMINISTRATION	210	College Student Affairs and Leadership Studies	246
BIBLICAL STUDIES	325	Communication Studies	132
BIOCHEMISTRY	120	Computer Science	146
BIOLOGY	117	Education	226
Bookstore	101	English	158
Business Internship Program	217	Global Studies and Sociology	166
		History and Political Science	177
		Mathematics and Physics	189
		Modern Languages	200
		Physical Education	249
		Psychology	263

Religion and Philosophy	324	LIBERAL STUDIES	228
Social Work	274	Libraries	14
Essence Statement	8	Location and Campus	13
Examinations	58	MARKETING	215
FINANCE	213	MATH/PHYSICS	189
Financial Aid		MATHEMATICS	189
Application	40	Ministry and Service	99
Federal Aid	44	Multi-Ethnic Programs	96
Financial Agreement	39	MUSIC	281
Financial Aid Policies	41	Applied Music Emphasis	
Financial Aid Policy for International and Off-Campus Programs (Study Abroad)	50	Church Music Emphasis	
Institutional Aid	46	Commercial Music Emphasis	
Outside Aid	43	Education Emphasis	
State Aid	46	Theory Emphasis	
Types of Financial Assistance	44	NATURAL SCIENCE	123
General Studies Program	70	Normal Progress Toward a Degree	58
General Studies Requirements	70	NURSING	305
Grading	57	Off-Campus Internship Credential Program (K-8)	239
Graduate Courses Taken by Undergraduate Students	59	Part-Time Applicants	25
Guidelines for Additional Degrees	66	Payment Plans	38
Guidelines for the Double Major	66	PHILOSOPHY	326
Harassment Policy	103	PHYSICAL EDUCATION	249
Health Services	101	PHYSICS	189
History, the university	12	Policy Regarding False Information	26
Honor Societies	69	POLITICAL SCIENCE	177
Honors Program	77	Pre-Engineering Program	193
Incomplete Grades	58	Preprofessional Programs	91
Independent Study	60	Professional Clear Credential	239
Information and Media Technology	17	PSYCHOLOGY	263
Institute for Outreach Ministries	100	Readmission	26
Integrative Core Courses	72	Reapplication after Academic Dismissal	60
Intercollegiate Athletics	18	RECREATION EMPHASIS (minor)	251
INTERNATIONAL BUSINESS	214	Refund Policy	38
International (Study Abroad) and Off-Campus Programs	83	Regarding the Catalog	8
International Sister Schools	14	Repeated Courses	58
International Student Services	97	Requirements for Graduation	66
Internet Acceptable Use Policy	19	Reservation of Rights	54
Late Registration	56	Reservations for On-Campus Housing	27
LEADERSHIP STUDIES (minor)	246	Residence Life	96
The Learning Enrichment Center	79	Schools	
		Business and Management	209
		Education and Behavioral Studies	225
		C. P. Haggard School of Theology	323

Music	281	Study Load	56
Nursing	305	Teaching Credential Programs	232
Skills and University Requirements	71	TESOL (minor)	170
Social Expectation	103	THEOLOGY	327
SOCIAL SCIENCE	183	Transfer Applicants	24
SOCIAL WORK	274	Turner Campus Center	101
SOCIOLOGY	171	University Counseling Center	99
SPANISH	201	Veterans' Education Benefits	31
Statement of Academic Freedom	11	WEB AND INFORMATION TECHNOLOGY	216
Statement of Faith	10	Withdrawal from Courses	61
Statement of Mission and Purpose	8	Withdrawal from the University	61
Statements of Compliance	18		
Student Employment	40	<b>Design, Typography, and Production:</b>	
Student Financial Services	36	APU Office of University Marketing and Creative Media	
Student Life	96	<b>Cover Design:</b> David Riley and Associates	
Student Records Policy	62	<b>Printer:</b> Sinclair Printing, Los Angeles, California	

# Campus Maps







901 EAST ALOSTA AVENUE, PO BOX 7000, AZUSA, CA 91702-7000  
ADMISSIONS@APU.EDU | **APU.EDU** | 800 TALK APU | 626 812 3016

